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ABSTRACT

This three-part instructional guide was developed to assist vocational instructors in marketing education to help their students in the development of broadly applicable, nontechnical (often called quality of work life--QWL) skills. The first section of the guide describes in detail the important QWL skills needed for work and identifies specific opportunities to incorporate the development of these skills in marketing education programs. The second section of the guide presents instructional strategies as a source of ideas that the instructor can use in the classroom, laboratory, or training workplace. The description of each instructional strategy contains the following information: (1) a description of the strategy and a statement of its purpose, (2) a discussion of the QWL competencies developed through the strategy, (3) its application in marketing education curricula, (4) the overall procedure and setting of the strategy, (5) instructor and student roles during implementation of the strategy, and (6) an annotated list of resources. Three special learning activities that are unique to marketing education are highlighted: DECA (Distributive Education Clubs of America), the retail laboratory, and cooperative on-the-job training. The last section of the guide contains a list of business and industry contacts that provide resources, addresses of publishers mentioned, Small Business Administration publications, and information on the Interstate Distributive Education Curriculum Consortium (IDECC). (KC)

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Research and Development Series No. 253

SKILLS FOR THE CHANGING WORKPLACE: A MARKETING EDUCATOR'S GUIDE

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FOREWORD

To function effectively at work, workers will increasingly need improved skills and knowledge in such broadly applicable, nontechnical skill areas as: interpersonal and group process skills, problem solving and decision making, planning, communications, business economics, organizational management, and quality control. It is important that these skills be an explicit part of vocational education programs and that their development be given the amount of emphasis, relative to specific job skills, that their increasing importance in business and industry seem to warrant. These essential transferable skills are particularly crucial in companies operating with a participative management philosophy and quality of work life programs; hence, these skills are often referred to as quality of work life (QWL) skills.

This instructional guide was developed to assist vocational instructors in marketing education in the development of broadly applicable, nontechnical, work skills. The guide should also interest those practitioners concerned with providing students with up-to-date and relevant preparation for work: administrators and curriculum specialists at local, State, and regional levels, as well as teacher educators.

The instructional guide is a "how-to" handbook that identifies and describes explicit examples of instructional strategies and student learning activities for use in incorporating broadly applicable, nontechnical skills into existing marketing education programs. Correlated with these instructional strategies and learning activities, the guide identifies available resources and instructional aids and describes where and how they can be applied to support the development of broadly applicable skills and knowledge.

The National Center is deeply indebted to the many individuals who have generously donated their time and insights to the development of this guide. We greatly appreciate the invaluable help of the project's technical advisory panel and wish to thank Edward Davis, Associate Executive Director, National Distributive Education Clubs of America, Reston, Virginia; Vivien Ely, Professor of Occupational Education, Virginia Commonwealth University, Richmond, Virginia; Robert Luter, Curriculum Specialist, Extension Instruction and Materials Center, University of Texas, Austin, Texas; and Kay Rogers, Director of Curriculum and Media Development, Francis Tuttle Vo-Tech Center, Oklahoma City, Oklahoma.

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EXECUTIVE SUMMARY

Today's workplace requires employees who not only have good basic and technical skills but also are flexible, adaptable, and able to initiate and respond to changes in work organizations. The implication for educational institutions is that in preparing workers, they need to teach broadly applicable, transferable skills that enable employees to adjust successfully to changes in the workplace and to contribute to those changes in a positive, productive way. Such essential nontechnical skill areas include interpersonal and group process skills, problem solving and decision making, planning, communications, thinking and reasoning, business economics, organizational management, and quality control. These skills are important in all work environments, but are particularly crucial in companies that operate by participative management, involving their employees in organizational decision making through such vehicles as quality circles and worker task forces. Consequently, these transferable, nontechnical skills are referred to as quality of work life (QWL) skills.

This instructional guide describes in detail the important QWL skills needed for work and identifies specific opportunities to incorporate the development of these skills in marketing education programs. Its purpose is to enable the instructor to infuse into regular course work the learning activities and classroom management techniques that develop these nontechnical, transferable competencies. Learning objectives to develop these QWL skills need to be clear and visible. By integrating these activities and techniques into an existing program, the instructor provides students with the opportunity to develop and practice these essential work competencies.

The instructional strategies described in this guide are presented as a source of ideas that the instructor can use to meet a particular need or situation. Suggestions are presented that can be used in the classroom, laboratory, or training workplace. The write-up of each instructional strategy contains the following information: (1) a description of the strategy and a statement of its purpose, (2) a discussion of the QWL competencies developed through the strategy, (3) its application in marketing education curricula, (4) the overall procedure and setting of the strategy, (5) instructor and student roles during implementation of the strategy, and (6) an annotated list of resources. Three special learning activities that are unique to marketing education are highlighted: DECA (Distributive Education Clubs of America), the retail lab, and cooperative on-the-job training. Information is provided that illustrates how the instructor can develop transferable, QWL skills in these special marketing education components. The last section of the guide, "Resource Organizations and Addresses," comprises a list of business and industry contacts that provide resources, addresses of publishers mentioned, Small Business Administration publications, and information on the Interstate Distributive Education Curriculum Consortium (IDECC).

PART 1

INTRODUCTION TO QUALITY OF WORK LIFE SKILLS

IMPORTANCE OF QUALITY OF WORK LIFE (QWL) SKILLS

There is a growing consensus in business, industry, and education that work will increasingly require individuals who are flexible and adaptable and who are able to initiate and respond to changes in work organizations. Curricula should, therefore, reflect the "nontechnical," transferable skills that will be needed throughout a student's life and career. Areas to be addressed include interpersonal and group process skills, problem solving and decision making, planning, communications, thinking and reasoning, business economics, organization management, and quality control.

As a result of the growing quality of work life movement that requires active worker involvement in providing information and decision making, the aforementioned skills become increasingly critical. Companies operating with a participative management philosophy often have quality circles, worker task forces, or similar vehicles to benefit from worker experience and expertise and to increase worker job satisfaction. The kinds of skills and competencies needed to function successfully in such a work environment are referred to as quality of work life or QWL skills. The particular skills needed were identified in a year-long study* of QWL companies conducted by the National Center for Research in Vocational Education. These nontechnical QWL competencies are the ones described in this instructional guide.

To serve the needs of today's youth and adults who must work and succeed in tomorrow's jobs, marketing educators must recognize the need to emphasize the development of skills and knowledge that are transferable in a wide range of settings. Students must be provided with opportunities to apply and practice such QWL skills as problem solving, decision making, and interpersonal skills. Marketing educators have taken leadership in developing these essential skills; however, the more opportunities given to individuals to practice these skills and the more realistic the opportunities are, the more effective the teaching will be.

Marketing education is high among educational programs in its potential to contribute to the development of occupational adaptability and QWL skills. This is because it provides unparalleled opportunities and settings for hands-on, experiential approaches to learning and for the extensive practice and application of skills.

This instructional guide describes in detail a set of important QWL transferable skills needed for work and identifies specific opportunities to incorporate these skills into existing programs. Quality of work life skills can be integrated into ongoing classroom and laboratory experiences without eliminating what is presently being taught and substituting new things. Instead, a particular activity, project, or task used to accomplish some specific purpose or objective can be used, at

*Frank C. Pratzner and Jill Frymier Russell, *The Changing Workplace: Implications of Quality of Work Life Developments for Vocational Education* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984).

the same time, to accomplish additional goals or purposes. Thus, the development of QWL skills can complement the teaching of specific occupational knowledge and skills.

To incorporate the QWL skills effectively within the existing program and setting, educators must be willing to rethink or reconceptualize what is presently being done in a program—how and why it's being done—and to refocus on instructional objectives, teaching strategies, and student learning activities in order to make a deliberate and careful identification of explicit opportunities to practice and develop the QWL skills.

DESCRIPTION OF QUALITY OF WORK LIFE SKILLS

We noted earlier that to function effectively at work, workers not only need good basic and technical skills, but will also increasingly need improved skills and knowledge in two broad areas: (1) group problem solving (including such areas as interpersonal and group process skills, problem solving and decision making, planning, and communication) and (2) the organization and management of production (including such areas as business economics, business operation, statistical quality control, and quality of work life developments). Examples of skills and knowledge in these two broad areas are shown in figure 1, along with some of the associated reasons for their need in business and industry. For an explanation of selected quality of work life terms, see figure 2.

Many people in work settings, and many students, do not have the skills to work successfully in groups doing complex problem solving. Most people have not been trained in how to solve problems in groups.

Whereas group problem-solving skills have long been recognized as important for management staff, they are of growing importance to employees at all levels as a means of change and improvement in quality, costs, and employee morale. All employees need to work together more to diagnose problems and implement effective solutions.

Likewise, if workers and managers are to help improve the economic viability of their organization, they will need skills and knowledge of business economics and organization management. Most people outside of school and business management administration sectors have not been trained in how complex organizations are managed and operated. They therefore may not fully appreciate how their personal efforts can contribute to or diminish the effectiveness, efficiency, and quality of the products or services of their particular work organization.

Curriculum guides and instructional materials are available for some of these skill areas (e.g., problem solving and communication). Development of skills in other nontechnical areas (e.g., group process and interpersonal skills) is frequently the focus of such experiences and programs as vocational student clubs, for example, the Distributive Education Clubs of America (DECA) and the Future Business Leaders of America (FBLA). Nevertheless, these programs and materials are scattered and are used to supplement the formal school curricula; seldom are they emphasized and integrated into regular marketing education programs.

Group Problem-solving Skills

Group problem solving includes such skills as: (1) interpersonal and group process skills, (2) communication skills, and (3) thinking and reasoning skills. These complex, non-job-specific skills, which are needed for effective participation in groups that focus on problem identification and solutions, are not specific to particular firms or work settings.

Interpersonal Skills

Interpersonal skills are needed in many facets of organizational life, including group activities. Interpersonal skills are attitudes and attributes of individual behavior, examples of which are shown in figure 3. The trait of self-direction is valued in high-involvement companies because self-directed workers lose less time waiting for a supervisor to tell them to get started or to switch to a

Skill Area	Reason for Need in Business/Industry
I. Group Problem Solving	Group problem solving is one of the primary modes for change and improvement in high-involvement companies
A. Interpersonal Skills	
• Self-directed	To enhance flow of ideas
• Flexible	To reduce need for supervision/inspection
• Assertive	To change as market conditions change
• Open	To reduce inefficiencies due to personal conflicts
• Curious to learn	
• Able to share/teach	To reduce nonproductive time
• Responsible	To profit from people's individual motivations
• Understanding of behavior	To promote sharing/cooperation
	To encourage continuous improvement
	To facilitate individual and corporate growth
	To acknowledge and encourage input from workers at all levels
B. Group Process Skills	
• Role theory/norm theory	To have similar goals held by all to increase the possibility of reaching goals
• Techniques of structuring discussions	All workers need to serve as leaders in various activities because of need for flexibility
• Cooperative attitude	Fifty people can work together and not just independently
• Leadership	Cooperation proves more productive than competition
	To encourage equal participation
C. Problem-solving Skills	
• Problem identification	To be rational in addressing problems
• Problem-solving process steps	To be systematic and comprehensive in addressing problems
• Data collection and analysis	To address the correct issue
	To generate the critical information necessary for solving problems
D. Decision Making	
• Risk assessment	If management is pushed to lower levels, decision making goes on at lower levels
• Data review	Organizational philosophy (values) shared with all workers enhances mutual goal development
• Identifying gaps in information	
• Values	

Skill Area	Reason for Need in Business/Industry
D. Decision Making (continued)	To be aware of information relevant to a decision
• Process models/ choice models	To understand the importance associated with various factors within a decision
	To make better decisions with improved results
E. Planning	
• Goal setting	If management is pushed to lower levels, planning goes on at lower levels
• Establishing measurable action steps	If the process is right, product will end up "right"
	Feedback is necessary for continued improvement
F. Communication	
• With individuals	Presentation of own and the group's ideas is required for management action
• With groups	Group work rather than individual work is the mode
• Presentation skills	Necessary to listen if want to learn from others
• Verbal skills	Change requires sharing, discussing, analyzing, persuading, etc.
• Writing skills	
• Listening skills	
G. Thinking/Reasoning	
• Generating alternatives	If all are to contribute, all must think effectively and creatively
• Estimate and approximate	Decision making, planning, problem solving all require critical thinking, and these skills will be required of all levels of workers, not just management
• Giving and getting meaning	
• Collecting information	
• Classifying	
• Finding patterns	
• Generalizing	
• Sequencing and scheduling	
• Using Criteria	
• Reshaping information	
• Judging information	
• Communicating effectively	

Figure 1. Quality of work life skill areas and their need in business and industry

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Skill Area	Reason for Need in Business/Industry
II. Organization and Management	All workers share more of the management responsibilities in high-involvement companies
A. Business Economics	
• Relationships between costs and income	To act as a team and know how individual effort fits in
• Market standing/ environmental conditions	To enhance ability to change as called for
• Basic economic theory	To encourage productivity through incentives and information sharing
• Reward structure	To reduce waste, duplication
B. Business Operations	
• Relationships between function systems	To encourage acting as a whole To reduce duplication of effort
• Coordination of resources	To provide feedback, information for correction purposes To enhance appropriate assignment of resources to maximize results as a whole
C. Management	
• Management theory	To exchange information effectively
• Relationships between performance and other factors	To motivate and lead coworkers To attain desired performance To facilitate workers' quality of daily activities and long-range career goals
• Models of communication	To improve attendance; reduce turnover, sabotage, grievances
• Power/control/ authority/ delegation	To attain improved union/management relations To reduce stress
• Human resource development	To tap knowledge of line workers To improve and change continuously as needed
• Feedback/appraisal	To avoid necessity for resolving same problem
• Job analysis	To enhance match between technology, people, and procedures/policy
• Change processes	To determine if goals have been met, should be modified, expanded, etc.

Skill Area	Reason for Need in Business/Industry
D. Statistical Quality Control	
• Sampling	To improve quality, reduce defects, reduce waste of time and measures
• Quality standards	To identify and analyze problems
• Cause and effect	To improve productivity, efficiency
• Graphs and charts	
• Data analysis	
• Mathematics and statistics	
E. Introduction to QWL	
• Definitions of terms and concepts	To enhance understanding of the need for group process and organizational management skills
• Philosophy	
• Role of QWL at various levels in companies	
• Union/nonunion involvement	

Figure 1—*continued*

- **Job Redesign/Rotation/Enrichment/Enlargement:** The change of tasks and responsibilities for an individual position such that the work is more satisfying or productive. Job redesign emphasizes a comprehensive effort to provide the job holder with variety, autonomy, feedback, a sense of purpose, and the chance to see a product or service from beginning to end. Job rotation involves switching on a regular basis to a different job within the same organization. Job enrichment is an effort to make a position more interesting or challenging to the job holder. Job enlargement means giving additional tasks or additional work to one job holder.

- **Participative Management:** A sharing of influence or control among management and employees; an effort on the part of decision makers to gain information from employees so as to make a better decision, and in some cases to actually facilitate participation of employees in formulating decisions. The decision involvement might be on issues concerning the employee's specific job, or it might include organization-wide decisions.

- **High-Involvement Companies:** These are companies that operate with a participative management philosophy, where employees are involved in providing information and contributing to decisions. This is done through such vehicles as quality circles and work task forces.

- **Workplace Democracy:** The implementation of democratic ideals and practices in organizational philosophy and policy; including such concepts as shared information for egalitarian decision making, due process, and free-speech (the right to disagree with management). In some cases workers own the firm.

- **Quality Circles:** A communication technique in which a group of workers who have similar concerns meet together regularly to identify, analyze, and solve problems relating to their work. The ultimate goal is usually to improve morale as well as quality and productivity.

- **Team Building:** A management style which entails facilitation and development of communication, coordination, and camraderie among a group of workers. These workers often have responsibility as a group for a final product or service from beginning to end.

- **Sociotechnical Design:** An organizational approach whereby an appreciation of the interactions between technology, organization, and job structures is taken into account for the purpose of attaining the best match between people, practices, and machines.

Figure 2. Summary of several quality of work life (QWL) characteristics and techniques

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

different task. Companies with a participative management philosophy trust employees and feel they are intelligent enough not to need constant supervision.

Similarly, flexibility is valued in employees. Flexible workers can interchange tasks within a short period of time, as needed, and can be retrained for a different job as the company undergoes more fundamental shifts. Along the same lines, the characteristics of curiosity and receptivity to learning are especially necessary in companies that use autonomous work groups and where change and improvement are ongoing processes.

Assertive employees are desired by high-involvement companies because they are willing to express their opinions even if they differ from their co-workers' or supervisors' opinions. In this way, all possible suggestions or ideas for improvement may be considered.

The ability to share information or help teach others is also useful in facilitating employee substitutions and avoiding a slowdown in production. The substitution may be impossible unless workers are willing to teach and learn from each other. Sharing techniques for saving time and effort or for doing a more thorough inspection is necessary when striving for a higher quality product or less costly service.

- Work effectively under different kinds of supervision (i.e., flexibility).
- Work without the need for close supervision.
- Show up on time for activities and appointments (i.e., punctuality/ reliability).
- Work effectively when time, tension, or pressure are critical factors for successful performance (i.e., perseverance).
- See things from another's point of view (i.e., empathy).
- Engage appropriately in social interactions and situations.
- Take responsibility and be accountable for the effects of one's own judgments, decisions, and actions (i.e., responsibility).
- Plan, carry out, and complete activities at one's own initiative (rather than be directed by others) (i.e., diligence/initiative).
- Speak with others in a relaxed, self-confident manner.
- Initiate task-focused or friendly conversations with another individual.
- Accomplish cross-training, retraining, and upgrading activities effectively.

Figure 3. Examples of interpersonal skills

SOURCE: Pratzner and Russell, *The Changing Workplace,* 47-53.

Participative management companies also need employees who are willing to accept responsibility for their own work. In the process of shared decision making and joint input, the need for responsibility throughout the organization grows. If individual workers and managers are to ensure the quality of their own work, they must be willing to admit when a mistake has been made and do the extra work necessary to correct it, if possible.

These companies seek employees who have human interaction skills. Interpersonal skills are admittedly related to an individual's upbringing, life-style, and personality, but they may also be enhanced or facilitated by the work environment.

Group Process Skills

Group process skills enable members of a group to understand the dynamics of small groups and how to work productively within them. (See figure 4.) Individuals with knowledge of role theory and norm theory have a better understanding of what group membership means, how group roles may conflict with other roles within the organization, and how to deal with other groups to get things done. Abilities in all these areas mean fewer roadblocks to group effectiveness.

- Work cooperatively as a member of a team.
- Get along and work effectively with people of different personalities.
- Explain persuasively the logic or rationale underlying judgments, decisions, and actions arrived at by a group or a team to which you belong to (i.e., group participation/responsibility).
- Coordinate one's own tasks and activities with those of others.
- Instruct or direct someone in the performance of a specific task.
- Demonstrate to someone how to perform a specific task.
- Assign others to carry out specific tasks (i.e., delegating responsibility).
- Initiate and draw others into task-focused or friendly group conversations.
- Join in task-focused or friendly group conversations.
- Plan and convene group meetings.
- Lead and manage group meetings.
- Lead a group to resolution of disputes or conflicts in the views, opinions, or positions among its members in order to achieve consensus on decisions or actions.
- Follow established procedures for group participation and decision making.

Figure 4. Examples of group process skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Information on techniques for structuring discussions, such as brainstorming, parliamentary procedures, nominal group processes, and group discussion, is all useful to members of task-oriented groups. These techniques help groups stay on target and accomplish their objectives with less waste of time, both of which are mutual goals of the company and individuals.

A cooperative attitude is necessary to work effectively in high-involvement companies. Company representatives emphasize often that they prefer employees who have a team spirit and who like to work with others. These representatives feel that schools, as they currently exist, foster individual effort rather than group effort. Company representatives also indicate that most employees can adjust to working in groups, rather than as individual performers, if they are oriented to this way of thinking.

Companies that emphasize maximal use of human resources at all levels also try to enhance leadership skills at all levels. Companies need problem-solving group leaders. Inasmuch as these leaders may work below the supervisory level, leadership skills should be available throughout an organization.

Problem-solving Skills

For an organization to operate at its optimum, employees at all levels should possess problem-solving skills. The steps involved in problem solving, which is a part of the scientific method, include: problem identification, cause-and-effect analysis, data collection and analysis, generation of alternatives, selection of solutions, implementation, and evaluation. (See figure 5.)

Identifying the problem is a crucial step in the problem-solving process. If the problem or issue is not defined correctly, it will never be solved, wasting both time and effort. Companies operating in a highly competitive world market do not have time to solve the wrong problem. Diagnosing a problem through a cause-and-effect analysis usually involves the use of various techniques including brainstorming. Problem solving is often done on a group level as well as an individual level. A group perspective may facilitate a creative, yet rational analysis because many values and perceptions are represented.

Data collection and analysis are tools applicable to many settings. Developing checklists, tabulating frequencies and percentages, and displaying results are techniques used to identify such crucial business factors as work flow, employee productivity, absenteeism, or needed inventory control. This information enables groups to determine if some factor is causing a problem and later provides a basis for comparison; therefore, workers essentially need research and evaluation skills.

After analyzing the problem, a quality circle or similar group will generate potential solutions, choose one or more for implementation, and either implement it themselves or present their analysis and proposal to management for approval. It is management's responsibility to provide feedback—be it positive or negative.

- Recognize or identify the existence of a problem, given a specific set of facts (i.e., an anomaly, ambiguity, uncertainty).
- Continue to function effectively in the face of ambiguity or uncertainty.
- Ask appropriate questions to identify or verify the existence of a problem.
- Enumerate the possible causes of a problem.
- Formulate alternative descriptions or statements relating a problem to its possible cause.
- Identify important information needed to solve a problem.
- Generate or conceive of possible alternative solutions to a problem.
- Describe the application and likely consequences of possible alternative problem solutions.
- Compare the application and likely consequences of alternative problem solutions and select a solution that, on balance, represents the best course of action to pursue.

Figure 5. Examples of problem-solving skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Decision-making Skills

The skills involved in making decisions relate to and overlap with those of problem solving. (See figure 6.) If management wishes to gain from the expertise of all its workers, decision-making skills are needed by these individuals. Even if the right to make final decisions is retained by management, employees at all levels need to be able to recommend decisions to management.

Decision-making skills encompass the ability to assess risk, to review data and identify insufficient or conflicting information, and to understand how values relate to choices. Decision makers need to recognize that values shape the perceived desirability of choices. Those companies where workers' goals are the same as management's have a greater chance of succeeding because important values are shared and decisions are made that reflect shared values.

Workers and managers usually can only assess risk of change within their own areas because that is the part of the company about which they have the most information. Further risk assessment may take place at higher levels of management, but all workers need an awareness of how to make decisions for those areas over which they have authority, how to make decisions for recommendation purposes, and how to understand the logic behind management decisions.

- Estimate the potential likelihood of some event's occurrence and probable consequences.
- Project resource requirements for alternative scenarios.
- Determine relevance and quality of available data and information.
- Identify information that is needed and that could be located or generated.
- Delineate values and assumptions underlying various options.
- Use appropriate process or choice models in order to facilitate making a decision.

Figure 6. Examples of decision-making skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Planning

Individuals at all levels of an organization need planning skills so they can assist in meeting their individual and company's goals. (See figure 7.) Planning involves the establishing of goals and objectives and a means to achieve them. Goals and objectives must be set not only for business decisions but for professional growth and personal life as well. This is an area often overlooked in our education process—students will achieve much greater rewards if they first determine their own goals and objectives.

Goal setting requires knowledge of actual and ideal achievements. Individuals must know their own strengths and weaknesses in order to set realistic goals and objectives. To be effective, planners must know how their individual goals mesh with those of the division or department and the overall organization. Goals must then be made operational through action steps or measurable objectives. These steps must be developed in such a manner as to allow evaluation and feedback.

Communication Skills

The ability to communicate orally and in written form by individuals and with groups is important in any job. (See figure 8.) One reason why communication skills are critical in companies with the participative management style is that flexibility and constant change for improvement are crucial for company survival. Suggestions for change, and information on how to change most effectively, have to be communicated in some manner. Workers who previously have worked mainly with their hands will now be presenting to management their ideas on how to save the company money, and management will have to learn how to listen. All employees of a company will have to learn how to listen to each other if they wish to put participative management into practice.

Choosing the time and place for communicating with supervisors and managers is as important as what is communicated. The worker needs to be sensitive to the timing of communication, that is, to choose the time carefully when a supervisor or manager is ready and willing to listen to

ideas. On the other side, managers and supervisors must recognize that asking employees, "What do you think?" without proper orientation is not democracy in action. Communication between two groups must be predicated on a mutual trust—on a trust that input is both wanted and needed, and that a confidence will not be violated.*

- Set priorities of or the order in which several tasks will be accomplished.
- Set the goals or standards for accomplishing a specific task.
- Enumerate a set of possible activities needed to accomplish a task.
- Determine how specific activities will assist in accomplishing a task.
- Select activities to accomplish a specific task.
- Determine the order of the activities or step-by-step process by which a specific task may be accomplished.
- Estimate the time required to perform activities needed to accomplish a specific task.
- Select the materials, tools, equipment, or other resources to perform the activities needed to accomplish a specific task.
- Periodically revise or update activities and plans for accomplishing a specific task.

Figure 7. Examples of planning skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Thinking/Reasoning Skills

Most persons are not born knowing how to be logical or creative; however, these thinking skills, as well as others, may be critical in all aspects of life. (See figure 9.) The need for employees at all levels to be thoughtful and logical has increased. Many of the skills necessary for working in participative firms involve thinking—thinking about how to improve the company and the quality of life at work. Skills in thinking and reasoning are desired so that management alone is not responsible for coming up with all the innovative ideas, planning how to implement them, and solving problems and making decisions along the way. The fact is that all levels of employees now need to know more about managing an organization. Additionally, in a quality of work life climate, a kind of learning ability is needed in which learners have a capacity to create order and meaning out of their world. This is different from an emphasis on merely being able to acquire correct information. It seems to include the ability to deal with ambiguity and uncertainty, to deal with and "manage" differences, and to visualize and make informed judgments about multiple outcomes and realities.

*Robert R. Luter, Curriculum Specialist, University of Texas at Austin; personal correspondence, 1984.

Reading

- Gather information or data from books, manuals, directories, or other documents.
- Read graphs, charts, and tables to obtain factual information.
- Read short notes, memos, and letters.
- Read forms.
- Look up the meaning, pronounciation, and spelling of words in a standard dictionary.
- Look up names, numbers, and other information (e.g., dialing instructions) in a telephone directory to make local and long-distance calls.
- Review and edit other's correspondence, directives, or reports

Writing

- Compose written correspondence, directives, memos, or reports (i.e., connected discourse).
- Write sentences or phrases to fill out forms accurately.
- Punctuate one's own correspondence, directives, or reports.

Speaking

- Speak fluently with individuals and groups.
- Pronounce words correctly.
- Speak effectively, using appropriate eye contact, posture, and gestures.

Listening

- Restate or paraphrase a conversation to confirm one's own understanding of what was said.
- Ask appropriate questions to clarify another's written or oral communications.
- Attend to nonverbal cues, such as eye contact, posture, or gesture, for meanings in other's conversations.
- Take accurate notes from spoken conversations.

Figure 8. Examples of communications skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

- Generate or conceive of new or innovative ideas.
- Try out or consciously attempt to use previously learned knowledge and skills in a new situation (i.e., make a transfer hypothesis—"I wonder if situation B is somehow or other related to or like situation A, and if so, can I use this knowledge or skill in this new situation?").
- Explain the main idea in another's written or oral communication.
- Recall ideas, facts, and other information accurately from memory.
- Organize ideas and put them into words rapidly in oral and written connected discourse.
- Interpret feelings, ideas, or facts in terms of one's own personal viewpoint or values.
- State one's point of view, opinion, or position.
- Defend one's opinion, point of view, or position.
- Distinguish between fact and opinion in one's own and in others' written and oral communication.
- Compile one's own notes from several written sources into a single report.
- Compile ideas, notes, and materials supplied by others into a single report.
- Carry out correctly written or oral instructions given by another.
- Observe another's performance of a task to identify whether the performance is satisfactory or needs to be improved.
- Ask questions about another's performance of a task to identify whether the performance is satisfactory or needs to be improved.

Figure 9. Examples of thinking/reasoning skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Organizational and Management Skills

Traditional skills taught to managers or learned by experience now must be shared with all levels of employees. For years management texts have discussed business economics, operations, human resources management, and statistical quality control. These subjects must be taught to workers at all levels for companies to function effectively.

Business Economics

A knowledge of the costs required to run a business, a typical profit margin, the effect of waste and downtime, the expense of benefits, and the relationship between expenditures and income are crucial for thoughtful involvement in increasing company profit and reducing costs. (See figure 10.) Employees who do not understand the connection between the price of the product their firm markets and the wages and benefits that they receive or the amount of damaged or missing merchandise at the end of the day cannot be expected to be very helpful in a program to provide a better product at less cost. Companies that are trying to improve quality, increase productivity, and heighten worker satisfaction have begun to teach their employees microeconomics, that is, economics as it relates to the internal working of the organization. They provide instruction about how a dollar from a sale is expended in operating the business, how the company stands in the world market or within the National economy, and how each individual employee's efforts contribute to the overall financial health of the organization.

Some companies use incentive-based reward systems to encourage the application of knowledge about the firm's economic status and thereby improve profit for both the company and its employees.

- Estimate profit margin and primary production expenses for the company.
- List primary governmental regulations affecting company.
- Delineate critical factors affecting company productivity.
- Discuss international, national, or local (whichever is most appropriate) economic conditions as they affect company stability.
- Make cost-savings suggestions for improvement.
- Estimate savings due to company from various changes in process.
- Discuss free-enterprise, capitalist, socialist, and communist, economic/governmental modes of operation.

Figure 10. Examples of business economics skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Business Operations

Just as workers and managers in companies need to know about the financial workings of their firms, they also need to know how the business operates functionally. (See figure 11.) This stems from the basic need for understanding how all of the individuals and departments in a business are necessary and interlocking components. Employees who know how their efforts fit into the larger scheme are more likely to take pride in and assign meaning to their work. Workers and managers need to understand the coordination of resources, systems, and the relationships

among the functions in their company. This knowledge encourages all staff to act as a whole, helps to reduce duplication of effort, and encourages corrective feedback and information flow among functions—all of which save money, enhance quality, and make work more satisfying.

- Name organizational functions within the company (i.e., manufacturing, marketing, finance, personnel, etc.) and each of their goals.
- Discuss the nature of the relationship between functions.
- Develop organizational charts showing alternative ways of organizing.
- Explain concepts of centralization and decentralization, division of labor, informal and formal organization.

Figure 11. Examples of business operations skills

SOURCE: Pratzner and Russell, *The Changing Workplace,* 47-53.

Management

When all employees are involved in management-type tasks, they need to know what managers need to know—management theory, the relationship between performance and other factors, models of communication, and the basics of human resources development. (See figure 12.) They

- Name and briefly describe the major management theories (e.g., Theory X and Y, Managerial Grid).
- Delineate possible factors within an organization that may affect performance and productivity.
- Describe different forms of communication within an organization and provide examples.
- Discuss the concepts of power, control, authority, and delegation.
- Analyze functions within one job or operation.
- Describe factors affecting change process within an organization and discuss potential blocks or constraints to the implementation of change.
- Name criteria upon which work performance could or should be evaluated; discuss appraisal processes and purposes.
- Apply career development concepts to individual planning.

Figure 12. Examples of management skills

SOURCE: Pratzner and Russell, *The Changing Workplace,* 47-53.

may also need information about such issues as power, control, authority, delegation, job analysis, change processes, and feedback and appraisal. Knowledge and skills in these areas are necessary because management must plan, organize, implement, and control work to achieve some purpose. When all employees are involved at all four of these stages, then all are practicing managers and are theoretically a part of the management team.

Statistical Quality Control

One of the major types of changes in business and industry work design is the shift of responsibility for quality from an "end-of-the-line" inspector back to each work unit and each worker. This means that both inspection skills and knowledge of statistical quality control are required. (See figure 13.) Inspection skills may vary according to the product. Statistical quality-control techniques, however, are applicable across many settings.

Statistical quality control involves an understanding of standards and control limits for quality, sampling, measurement and data collection, and development of control charts.

- Define concepts of universe, sampling, variability, random selection, central tendency, dispersion, correlation, standard deviation.
- Define specifications, defects, tolerances, control limits, inspection, quality control.
- Develop mock checksheets, histograms, cause-and-effect diagrams, pareto charts, milestones or timeline charts, bar graphs, pie charts, scatter diagrams, pictographs.
- Develop a control chart and describe its various components and purpose.
- Complete the following types of exercises:
  - add, subtract, multiply, and divide whole numbers, fractions, and decimals;
  - solve word problems;
  - compute percentages, averages;
  - use a calculator; and
  - perform metric conversions.

Figure 13. Examples of statistical quality-control skills

SOURCE: Pratzner and Russell, *The Changing Workplace,* 47-53.

Quality of Work Life Principles and Techniques

If students are to understand the importance of the skills and knowledge mentioned in this section, they need to understand the differences in the philosophy of work between a scientific management, technological work design and a democratic, sociotechnical philosophy. (See figure 14.) In addition to having an awareness of the roles that organized labor has played and its contributions to the evolution of quality of work life activities, students should also appreciate the critical distinctions between the philosophy, values, and models of quality of work life developments and the methods and techniques by which these values and beliefs are implemented in the workplace.

- Learn definitions of QWL concepts and approaches.
- Learn underlying QWL philosophy and rationale.
- Learn about QWL history and development.
- Learn about QWL methods and techniques.

Figure 14. Examples of quality of work life areas of learning need

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

PART 2

LEARNING STRATEGIES TO DEVELOP QUALITY OF WORK LIFE SKILLS

APPLICATION TO MARKETING EDUCATION CURRICULA

Marketing education curricula present a wealth of opportunities to infuse activities that have explicit objectives of developing within learners nontechnical QWL skills that are essential to success in the workplace. Such nontechnical competencies as decision making, problem solving, planning, communication skills, and interpersonal skills have long been recognized by marketing educators as important to their students, but often the educational objectives to develop these skills are simply implicit in the learning activity, rather than being intentional and visible. By making these objectives very explicit and by applying learning strategies to achieve them, the development of these QWL competencies is no longer left to chance.

The emphasis in this instructional guide is on infusion into existing courses rather than on extending the curriculum, for most curricula are well established. However, by the selection and application of learning strategies and techniques within each course, students can be provided with experiences to develop these essential transferable QWL work competencies.

Marketing education is designed for students who plan to pursue a career in sales, general merchandising, retailing, wholesaling, marketing, business management, finance, fashion merchandising, distribution, and other related business fields. Classroom instruction involves assignments and study directly related to successful performance in marketing occupations. Topics covered in a typical marketing education curriculum might include salesmanship, advertising, display, business math, human relations, economics, communications, marketing, merchandising, and business management. Actual classroom time may range from 1 to 4 hours each day and may involve cooperative work experience, depending on the program type.

The instructional strategies that follow are presented as a source of ideas from which you can choose to meet your particular need or situation. Suggestions are presented that can be used in the classroom, laboratory, or training workplace. Provided along with descriptions of instructional strategies is an identification of instructional resources that can be used with each strategy. Annotated bibliographic descriptions of these resources are provided.

SPECIAL MARKETING EDUCATION COMPONENTS THAT DEVELOP QWL SKILLS

As previously noted, business and industry increasingly require employees who are flexible, adaptable, and able to initiate and respond to changes within work organizations; they desire individuals who are capable of using group problem-solving skills and employees who are knowledgeable about business organizations and management. Students need a wide range of opportunities to practice and develop these nontechnical skills. Within the vocational education framework, developing nontechnical QWL skills can actually complement the teaching of occupationally specific knowledge and job skills.

The marketing education (ME) program, which is a vocational program designed for students interested in marketing occupations, provides many opportunities for nontechnical skills to be infused into the curriculum. The marketing education student organization, Distributive Education Clubs of America (DECA), is oriented toward leadership development, vocational understanding, and civic and social intelligence; in active DECA chapters, the opportunities for nontechnical skill development are unlimited. A unique adaptation to the business enterprise learning strategy is the marketing education retail lab, which provides opportunities for exposure to QWL-required skills. In cooperative marketing education programs, training sponsors can help develop nontechnical competencies; considerations in such areas as classroom organization, discipline techniques, and teaching style also benefit from the infusion of QWL skills.

Distributive Education Clubs of America (DECA)

In active DECA chapters, the opportunities for QWL skill development are endless. DECA is designed to be intercurricular with the marketing education curriculum and can help develop the group problem-solving skill areas when used as a cocurricular teaching tool.

A primary function of DECA is leadership development. The executive committee of chapter officers is selected and learns to plan, lead, and manage chapter meetings. The students learn to follow established procedures for group participation and decision making. Many DECA chapters conduct meetings using parliamentary procedure, a skill that can be taught in class and practiced in DECA. Using a committee approach to chapter management provides for teamwork and development of group process skills and permits small groups of students to plan, carry out, and complete activities for the benefit of the chapter.

DECA chapter meetings provide an opportunity for applying parliamentary procedures and for developing other nontechnical skills. Written communication skills and reasoning techniques are used when minutes are recorded and compiled for each meeting, a job which can be delegated to the secretary or be rotated from student to student. Reasoning skills are used as students generate new ideas, state their opinions, and practice brainstorming techniques. Problem-solving and decision-making skills are developed when students work as a group or in small groups, using such techniques as the "Phillips 66" style of conferencing to discuss solutions to chapter concerns. (The "Phillips 66" style of conferencing is a problem-solving technique in which small groups meet, discuss a problem, and come up with their best solution; then, the problem is discussed with the entire group, and the best solution or combination is used.)

Another purpose of DECA is to develop social intelligence and help students learn to engage appropriately in social interactions and situations. Planning and carrying out social activities, such as a chapter pizza party, an annual Christmas party, an alumni picnic, or an employer-employee banquet, develop interpersonal and group process skills. The team or individual fundraising activities used to pay for the social functions also contribute to developing nontechnical skills.

As a benefit to the school or community, DECA chapters frequently undertake service projects to help develop civic consciousness in marketing education students. Typical projects could be as simple as organizing a teacher appreciation day or planning a Christmas party for orphans, or as complex as conducting and analyzing a marketing research study for area merchants. Projects need not be complex to be effective learning strategies for developing QWL skills. When a project is completed, communication skills are practiced as students write up their experiences in informational news articles for school and local papers.

DECA provides an opportunity for marketing education students to compete in a wide variety of competitive events. Some events, such as team management decision making or public speaking, concentrate on a select number of nontechnical competencies; others, such as the various series events, require that students use many nontechnical skills. Series competitions, which require two or three different activities, could help develop communication, reasoning, and such interpersonal skills as the ability to work effectively under pressure. In National competition, series events are also conducted on a management level, where organization and management competencies are used. Part of the competitive events program involves written manuals, on either the chapter or individual level. Participating in a manual competition helps develop communication skills, interpersonal skills—like working without close supervision—and planning skills, since work goals and due dates have to be set. Chapter manuals are similar to chapter DECA projects and require many group problem-solving techniques. Most of the manual competitions are subject or

industry specific and help the students understand organizational and management competencies. After participating in DECA competitive activities, students gain an appreciation for setting standards to accomplish a specific task since sophisticated criterion-referenced procedures are used for judging.

Throughout the year, the DECA organization offers outside opportunities for students to develop nontechnical competencies. Weekend conferences are held for local chapter leaders and provide opportunities for social interactions, competitions and officer campaigning, and developmental workshops and seminars. Many chapters are involved with "day-with-a-pro" activities and develop any number of outside activities for DECA chapter members.

DECA activities can be infused as much or as little as desired into the marketing education curriculum, but with the multitude of nontechnical QWL skills that can be potentially developed through DECA, it is to the students' benefit to make DECA an important part of the curriculum.

Resources

The following resources, available from DECA Related Materials in Reston, Virginia, should prove helpful in organizing and managing a DECA chapter:

Competency Based Activities in the MDE Classroom. This instructional package contains a detailed teaching outline and 32 transparencies for use in explaining DECA competency-based competitive activities.

Competitive Events Guidelines, High School/Delta Epsilon Chi Division. This publication serves as a guide for competition in participating and written events. It contains the purpose and rationale of competitive events and entry qualifications, and spells out guidelines for written and company-sponsored events. These guidelines are bound in a three-ring notebook, and each year a supplementary booklet may be purchased from DECA to update the guidelines.

Economics of Free Enterprise—Student Workbook. The illustrated student workbook includes learning experiences related to economic concepts, tests, games, puzzles, activities, and other learning projects. This workbook is correlated with the economics of free enterprise teaching material.

Guide for DECA Chapter Officers. This pamphlet describes the duties and responsibilities of DECA chapter officers, as well as provides a good synopsis on parliamentary procedures.

Jasonville, USA. This 10-unit package utilizes a variety of imaginative and instructive techniques to ensure student involvement. Among the many strategies employed are role playing, in-basket items, proper telephone procedures, and leadership "experiences." Students are actively involved in situations and projects that encompass the following leadership areas: planning and program of work, membership development, effective organization, finances, people and team building, communications and public relations, and evaluations. Each leadership training package includes an instructor's guide, student manual, set of in-basket items, filmstrips, audiotapes, and a container for storing the total package.

Leadership Development/Officer Training Handbook. This handbook has two sections designed for leadership development and officer training. The leadership development section helps develop skills in decision making, problem solving, communications, and leadership. These

exercises aid students in developing and promoting better human relations. The officer-training section contains workshop material to prepare chapter officers. Included are suggested learning outcomes, topical outlines, and training plans to conduct workshops for (1) presidents and vice-presidents, (2) secretaries, (3) treasurers, (4) parliamentarians, (5) reporters, and (6) historians.

Official DECA Handbook. This revised edition provides the foundation for establishing and conducting a DECA chapter. It contains information regarding national, state, and local organization and structure; the role of the chapter advisor; explanations of the various divisions; and a comprehensive presentation of chapter management techniques.

Professional Public Relations Skills: How to Harness Them. This guide helps chapters to develop a public relations program. It can also be used to supplement classroom instruction in writing news releases, arranging a press conference, public speaking, composing letters, and planning special events.

A Program of Action for DECA Activities. Behaviorial objectives are utilized in accomplishing the four points on the DECA Diamond—leadership development, civic consciousness, social intelligence, and vocational understanding—to achieve more efficient chapter management. Competencies to be achieved and member activities to help develop leadership and responsibility are included on a chart.

Retail Lab or School Store

The marketing education retail lab is one method of using the business enterprise approach discussed later in this guide. The retail lab concept provides numerous opportunities to practice most of the nontechnical skills, both group problem solving and organization and management. The marketing education students own, operate, and control the retail lab, or school store, which in some settings is open to the public. Although it may vary, the retail lab organization structure is usually divided into the following divisions or departments, each run by the marketing education students: promotion, merchandising, control (accounting), personnel, and operations. Typically, two to four students rotate into each department for several weeks at a time, thereby gaining an opportunity to learn the function of each department.

The retail lab allows students to learn from experience how a business operates, why quality control is important, and how sales and expenses are related to profit. The students learn to understand such management concepts as authority and delegation, work performance, and the process of change. The lab offers the marketing education instructor an excellent example for illustrating organization and management competencies in class discussions and provides the student with "hands-on" experience.

Since students are organized into departments or divisions that have specific functions within the retail lab, and since students' grades often reflect their ability to function effectively within that department, the retail lab setting is an excellent place to develop group process skills. Students learn to work cooperatively as members of a team, coordinate their tasks with others, and assign others to carry out specific activities. Managers of each department periodically get together for "management team" meetings to discuss and resolve problems; they also play a vital role in the supervision and evaluation of their "associates" or subordinates.

Interpersonal skills are developed in a retail lab setting; students learn to work effectively under different kinds of supervision and when time or pressure are critical factors for successful performance. Students plan and carry out activities at their own initiative and learn to work with each other in a relaxed, self-confident manner. Planning skills are practiced frequently, and, whether planning a visual merchandising display or a morale booster, the students learn to organize and complete assigned tasks.

Most retail lab structures require that the students organize and conduct store training sessions to either retrain or upgrade the associates (students); many labs have established procedures for activities such as ordering merchandise, changing the store work schedule, or even making suggestions to improve the lab.

Problem-solving and decision-making skills are practiced daily. Departments and managers make decisions about how much merchandise to order and what to carry, who should work on a specific day, what merchandise needs to be promoted and how to promote it most effectively, and who deserves to be recognized as the "employee of the week." Since most retail labs are open to students and faculty during some part of the day, normal daily operations also present opportunities to practice nontechnical skills, particularly problem-solving skills.

Communication skill development also benefits from use of a retail lab learning strategy. Weekly progress reports, both oral and written, are usually required of the managers, and oral discussion of lab problems often seems to be the best way to find a solution. Articles for the local press, advertisements, and public address announcements about the store also develop communication skills.

The retail lab adaptation of the business enterprise learning strategy is a unique and exciting way to develop nontechnical QWL skills in the students. It can also prove to be very profitable.

Resources

Listed here are some resources that may prove helpful in organizing a retail lab. Additional resources are listed in the section on the business enterprise approach.

Knox, Phil. *The School Store: A Retail Laboratory for D. E.* Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1974. Manual.

This step-by-step presentation for planning, developing, and running a school store as part of the marketing education curriculum was developed through the joint efforts of Ohio and Michigan coordinators. The manual includes ideas for merchandising, operations, promotions, store policies, and record keeping. It recommends school stores as a recruiting tool as well as a teaching vehicle for marketing education classrooms.

Model/School Store Management Guide. Bismark: North Dakota State Board for Vocational Education, 1981. (ERIC Document Reproduction Service No. ED 205 765)

This teacher-coordinator manual assists in planning, organizing, directing, and evaluating student learning experiences associated with either a model store, school store, or combination of both. (A model store in a marketing laboratory simulates marketing functions; a school store markets merchandise to fellow students, faculty, and the public.) Eleven pages of introductory materials present general learning objectives and an overview of cycle I—store group training. Cycle I emphasizes preparatory, simulated learning experiences for all students and precedes individual department and individual job assignment. Cycles II and III emphasize school store application experiences. Training projects in cycle I include orientation, departmental responsibilities, development of a store organization chart, preparation of a job application form, a preemployment job skills test, job interviewing, development of evaluation forms, and sales skills. Cycles II and III represent specific projects that are completed by the management, merchandising, promotion, and operations/finance departments. The self-contained projects/learning packages are organized according to a memo format. Memos identify the subject of the activity or project, store assignment, and managers or employees involved. They include training references to provide background information to complete the activity.

O'Toole, Cathleen M. *Projects for In-School Programs*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1978.

This manual is designed to assist the in-school preemployment instructor in organizing both the related class as well as the laboratory. It contains a course outline for the related class, a lab rotation system, tips for the first week of school, and information for organizing major projects.

A School Store-Classroom Laboratory Guide for Marketing and Distributive Education. Albany: Bureau of Distributive Education, New York State Education Department, 1980. (ERIC Document Reproduction Service No. ED 195 801)

This manual is designed to assist teachers in operating a school store as a classroom-laboratory. The first part of the guide provides a rationale for competency-based instruction, introduces the cluster concept of organizing jobs in marketing education, gives

suggestions on planning specialized facilities for each job cluster, explains the project method of using the marketing education laboratory, and explores the design of classroom-laboratory facilities. The manual then describes the retailing laboratory (school store operation), providing a rationale and objectives, describing facilities and equipment, and discussing administrative consideration and instructional organization. Other sections deal with the laboratory as a project center and cover computers in the school store laboratory. Appendixes include facility layouts and space allocation sheets, school store accounts and inventory forms, a training plan for salespersons, and a job rating sheet. A list of resources is also included.

The School Store . . . Making It Work. Ann Arbor, MI: School of Education, University of Michigan, 1980. (ERIC Document Reproduction Series No. ED 195 822)

This guide was developed to provide specific, practical advice to teachers who are involved in operating a school store as an adjunct to the marketing education curriculum. The handbook format integrates school store operations with classroom learning activities and the Michigan Marketing and Distributive Education Core Curriculum. The handbook is divided into three sections as follows: part I—formation of a new store (contains suggestions for writing a proposal and making basic decisions); part II—suggested sample store handbook (gives ideas for developing procedures and job descriptions and communicating them); part III—store functions (suggests ways to combine the operations of the school store with classroom learning activities). The introduction to part III includes ideas for operating the store by functional areas, group evaluation ideas, career planning ideas, and ideas for specific store functions. The handbook has a section for each of the basic store functions (sales, merchandising, advertising and display, operations, management, and accounting). Each of the functional areas includes appropriate task statements and competencies from the Michigan Marketing and Distributive Education Core Curriculum, suggested learning activities, and suggested forms for that function. A suggested store layout map is also included.

School Store Operation and Control. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1981. Manual.

This concise publication will make the operation of a school store a learning experience. It has samples of necessary forms, and instructions on how to use them. The manual covers all phases of store operations, including controls and records.

Cooperative On-the-Job Training

On-the-job training situations provide realistic settings for developing nontechnical competencies, and training sponsors can provide valuable help in developing students' QWL skills.

It is important for the marketing education instructor to develop good training stations and a good working relationship with each employer. Employers can help students to develop and understand the given organization as well as management competencies by showing them how the business operates. Good employers will also let students take on added responsibilities and make decisions regarding company operations; they will also help upgrade the student's performance.

By the same token, students should be encouraged to listen, ask pertinent questions, and use initiative on the job. Punctuality and reliability should be stressed and practiced by the students, and they should work to develop their skill in carrying out instructions given by the employer.

On-the-job training, whether for an entire year or only a short internship period, will help develop the student's ability to speak with others in a relaxed, confident manner and to speak effectively with supervisors and customers.

Employers normally conduct periodic evaluations of their student learners as does the coordinator; this evaluation procedure helps develop the students' ability to identify whether a performance is satisfactory and, it is hoped, improves their job performance.

All in all, on-the-job training and real work experience are very valuable for helping to develop nontechnical QWL skills in students, especially if a good working relationship exists with the training sponsor.

Resources

Valuable resources for developing an effective cooperative training program are available from local and State marketing education offices and from instructors currently using cooperative on-the-job training in their programs. Some additional commercial resources are listed here.

Distributive Education Coordinator's Handbook. Columbus: Marketing Education Services, 1979. Manual.

This handbook is designed to help the marketing education teacher-coordinator perform more effectively. The handbook contains information on preparing a local plan; recruitment, selection, and placement of students; conducting home visits; selecting training stations; and so forth. Sample training plans, evaluation forms, and annual reports are also included. The handbook should prove to be an invaluable asset for developing a cooperative marketing education program. A revised edition is due out soon.

Humbert, Jack T., and Woloszyk, Carl A. *Cooperative Education*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983. Softcover Manual.

This resource examines the pivotal roles, activities, and legislation involved in cooperative education, with special attention given to the role of the program coordinator. It presents a framework for step-by-step program planning and implementation and contains a directory of State officials with supervisory responsibility for cooperative educa-

tion programs. Also discussed are the benefits of co-op programs for students and employers and recommendations to improve cooperative education in the future.

Mason, Ralph E.; Haines, Peter G.; and Furtado, Lorraine T. *Cooperative Occupational Education (and Work Experience in the Curriculum)*. 3d ed. Danville, IL: Interstate Printers and Publishers, 1981. Text.

The major objective of this textbook is to help orient guidance personnel, directors of vocational education, supervisory personnel, and school administrators to the fundamental methods of organizing and operating high-school-level cooperative education programs. The topics are presented in a logical sequence, starting with an overview of the emerging needs in the world of work. This is followed by a presentation of curriculum patterns involving the work environment and a section on the planning, organizing, and operating of cooperative occupational education programs.

Stull, William A., and Zedlitz, Robert H. *Cooperative Work Experience Manual*. Cincinnati: South-Western Publishing Co., 1984. Text-Workbook; Instructor's Manual.

This flexible text-workbook takes students from the first day on their co-op job through a series of 34 work-related activities designed to help them become more employable and promotable. The activities focus on tasks such as evaluating progress, communicating at work, and managing time and money. The students become active participants in the learning process by helping to structure the learning experiences on the job. The text-workbook can be used as the primary focus of a cooperative work experience class or on an individualized basis outside the structured classroom.

Miscellaneous Classroom Techniques

All marketing education instructors—whether it be in a co-op or lab program for sophomores, juniors, or seniors—can facilitate the development of nontechnical skills in students by using a little imagination and thought when developing the marketing education curriculum and planning the classroom organizational structure. Simple considerations in such areas as teaching style, discipline techniques, and even seating arrangements can benefit from the infusion of QWL skills.

Interpersonal Skills

The marketing education classroom provides many opportunities for the development of interpersonal skills. The class attendance policy can encourage students to show up on time for activities and appointments, especially if attendance is reflected in their grades. Permitting a student teacher or a freshman early experience student to run the class for a period of time helps students learn to work effectively under different kinds of supervision. Encouraging discussions of controversial issues can help students see things from another point of view. At the same time, this helps them develop reasoning skills in distinguishing between fact and opinion and in defending their own position.

Such a simple classroom management technique as assigning seats and then rotating the students to new seats periodically can help them learn to get along with people of different personalities. Providing the students with extra credit assignments that are due in conjunction with a normal assignment can help them learn to work effectively under time constraints. Students learn to be accountable for their own actions when penalties are incurred for coming unprepared to class. Field trips and required follow-up assignments develop their ability to engage appropriately in social interactions. Having the marketing education students grade each other's projects on marketing research, going into business, or planning sales demonstrations, develops their ability to empathize with others.

The marketing education curriculum offers a lot of opportunities to help upgrade students' skills: explaining career ladders and job possibilities in different business fields can be done effectively in conjunction with many marketing education units of study; outside speakers can provide insight into the employment areas available in many fields; and instructional units on job interviews and employment search can aid in the process.

Student interaction and participation can easily be encouraged in the marketing education classroom; all that is required is a little forethought. Early in the year, assigning the shy students to handle simple classroom management tasks, like collecting field trip permission slips or parking permit money, can benefit their self-confidence and interpersonal skills. Asking uninvolved students to take on a special assignment, such as asking the principal's permission on a class project or arranging a special field trip or speaker, can help develop nontechnical skills. Encouraging class discussions and occasionally requesting that students read handouts orally benefit the development of communication and interpersonal skills, as does having students make phone calls to set up appointments or contact a speaker.

Communication Skills

All aspects of communication—grammar, reading, writing, speaking, listening—can be developed in the marketing education classroom. Making it a point to correct the students' grammar

and spelling, in both oral and written communication, should be the task of every marketing education instructor. Assigning chapters or materials to be read and related activities to be completed helps develop communication skills; requiring that written journals or logs of conference experiences be compiled has the added benefit of developing reasoning skills. Oral presentations and role-playing activities develop oral and listening communication skills. Student involvement in antishoplifting presentations or recruiting efforts helps develop additional nontechnical competencies. Note taking helps the students learn to organize their ideas effectively and improves written communication, as does requiring that students prepare correspondence to other marketing education programs and speaker thank-you notes. Oral communication competencies and group process skills are sharpened by the use of group presentations as a learning strategy. These presentations should be arranged to maximize student interaction; for instance, all class leaders should not be in one group. Also, the difficulty level of the presentations should be increased as the year progresses.

Reasoning Skills

Many reasoning competencies can be developed in the marketing education classroom. In a salesmanship unit, for example, students develop reasoning skills when they select and analyze a product for a sales demonstration. By analyzing features and benefits and reasoning out objections, students learn to incorporate their knowledge into an oral sales presentation. Having the students use rating sheets to critique sales demonstrations, display windows, and group presentations develops their ability to observe another's performance of a task and identify whether the performance is satisfactory.

As illustrated in this section, activities to develop nontechnical QWL competencies can be readily infused into the marketing education curriculum with a little forethought. It is important for the instructor to establish a class atmosphere where *all* answers are appropriate and *no* question is considered stupid. Role modeling by the instructor is very important in developing interpersonal skills, annd encouraging students to become a part of discipline and curriculum decisions whenever possible provides additional experience for the student with democratic participative management techniques.

OTHER INSTRUCTIONAL STRATEGIES

Textbook-Workbook Approach

Description and Purpose

The essential characteristic of textbooks is that they are designed as written guides to the subject content of a course of study; their basic task is to present data and information about a specific subject. Textbooks and workbooks for marketing education come in all sizes and organizational structures, but most contain exercises, study or review questions, and practice materials, as well as general information and data about the specific subject area. One type, the programmed text, is designed to permit students to proceed at their own pace. Frequently, textbook-workbooks are published with accompanying instructor's manuals, supplementary readings, or audiovisual materials.

Nontechnical Competencies Developed

Textbook-workbooks provide a good method for gaining information about the nontechnical competencies important to businesses concerned with QWL and participative management, especially the competencies related to organization and management. Textbook information is helpful in developing students' understanding of the group problem-solving skills such as group processes, decision making, planning, and reasoning, but actual experience and practice using the skills are also important. Communication skills such as reading and writing can be taught using the textbook-workbook instructional strategy. This strategy can be used effectively in teaching business economics, business operations, management, statistical quality control, and introduction to quality of work life. These organization and management sections involve more cognitive, knowledge-type learning objectives, to which the textbook learning strategy readily lends itself.

Application in Marketing Education Curriculum

As is the case with most curricula, the textbook-workbook learning strategy is widely used. The textbook is a very valuable instructional tool; it is estimated that textbooks are the resources used in 90 percent of instruction. Even though the marketing education curriculum is flexible and lends itself well to many types of learning strategies, the textbook-workbook approach is still one of the most frequently used methods of instruction. Some marketing education programs may be required to utilize one specific textbook, and others may not have the funds available to provide multiple resources to the students. However, in many instances, the marketing education instructor makes use of several major textbooks and workbooks in developing the curriculum. Students may use more than one major information source or textbook throughout the year. The units covered in a general marketing education program are so diverse that it is often impossible to use a single textbook as the sole student resource. Compiling a number of marketing-education-related texts and workbooks and developing a resource library can prove beneficial to the students.

Overall Procedures and Setting

Textbooks and workbooks may be used as the basis for an entire course, or they may simply be used as a resource for additional study or for outside assignments and reading. Their function

is to provide an orderly introduction to a subject area and to give students an organized means of reviewing and reorganizing knowledge. Textbooks and workbooks can be used in conjunction with many other learning strategies and teaching methods.

Instructor and Student Roles

Traditionally, when using a textbook as the core of a curriculum, instructors proceed from the first chapter to the last, stopping to clarify, explain, elaborate, and make assignments. The student's role is to study the materials, take notes, ask questions, and complete the assignments. Textbooks and workbooks do have their limitations in that they cannot present all that is known about a topic, and, depending on the subject matter, they may quickly become out of date. Certain types of topics such as many nontechnical QWL competencies—cannot be presented effectively through the printed page; this fact argues against a sole reliance on textual material.

Resources

Although it *is* possible to develop your own textbook or workbook for a specific subject area, it is easier to purchase them from commercial publishers. The following is a partial listing, organized by subject area, of textbooks and workbooks that provide a good source for information and teaching materials about nontechnical QWL competencies:

General Marketing Education Textbooks-Workbooks

Dorr, Eugene L., series consulting editor. The Occupational Manuals and Projects in Marketing Series. 2d ed. New York: Gregg/McGraw-Hill Book Co., n.d. General Methodology Manual; Text-Workbooks; Instructors' Manuals and Keys; Transparencies.

Based on the competencies required for successful entry-level employment and career satisfaction, this series consists of 15 softcover text-workbooks that help marketing education students develop basic, social, marketing, and general business and economic skills. Each career-oriented, authoritative, and competency-based manual in this program is an independent 4- to 6-week unit of individualized instruction that links classroom training with on-the-job experience. All 15 text-workbooks may be used in marketing education courses or used individually as single units of instruction to ensure maximum flexibility in implementation. No other text is required. The following text-workbooks in the series are related to nontechnical QWL competencies:

- *Mathematics in Marketing*, by William Logan and Herbert Freeman
- *Human Relations in Marketing*, by Donald Hiserodt
- *Communications in Marketing*, by Kenneth Rowe
- *Supervisory Skills in Marketing*, by Lucy Crawford

Transparencies for the last three workbooks are available, as well as an instructor's manual and key for each.

Everhard, Richard. *Management Development—A Primer*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1980. Manual; Transparency Masters.

This 98-page manual develops management thinking and skills in the area of synergistic management. The lessons are in the T-format and include handouts and transparency masters. The manual is designed for adult learners, yet may easily be adapted to the secondary level.

General Marketing Curriculum (GMC). 2d ed. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1984. Text; Student's Activity Guide; Instructor's Guide.

This complete core curriculum for 1st-year marketing education cooperative programs covers common competencies for all entry-level marketing occupations. The instructor must teach the units first; application and follow-up is achieved through the student's activity guide. The instructor's guide has competencies, teaching sequence, and five major sections on basic skills, personal skills, and basic marketing information. Each unit has content, teaching outline, and the answers to activities and projects. The sections have tests and test answer keys. The student's activity guide is keyed to major topics. All materials are referenced to Texas State-adopted textbooks.

Lynch, Richard L.; Wray, Ralph D.; and Ross, Herbert. *Introduction to Marketing*. New York: Gregg/McGraw-Hill Book Co., 1984. Text; Casebook; Instructor's Manual and Key.

An applications-oriented introduction to marketing fundamentals, this textbook presents marketing theory and applications through examples and discussions of medium and small businesses. Complete coverage of basic principles and procedures gives students an understanding of the differing roles that marketing plays in companies. A microcomputer simulation called *Marketing Peanut Butter* has been correlated with the text, providing students with firsthand knowledge on the importance of market segmentation and targeting. A "casebook" combines the student manual for the computer simulation, a study guide with key, cases, readings, and projects.

Preparatory Marketing Curriculum (PMC). Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1982-83. Student's Manual and Answer Book for each publication.

PMC provides the foundation for a text entitled *General Marketing Curriculum* and includes four publications which cover basic subject areas. It's designed for laboratory programs, but useful as supplementary material for all levels. The publications in the series are as follows:

- *Career Planning in the Private Enterprise System*. Basic information on marketing careers, fundamental principles of economics, and concepts related to marketing education is presented in this publication.
- *Communication for Marketing*. The fundamentals of communication as used in marketing are featured here.
- *Developing Basic Math Skills for Marketing*. This manual explores basic math and its importance to marketing and is consumable, with many examples and practice problems.
- *Making Basic Math Skills Work for You in Marketing*. Designed for students who have

mastered basic skills, this consumable publication leads students from examples through practice problems of math applied to marketing situations.

Samson, Harland E., and Little, Wayne G. *Strawberry Mall: A Retail Merchandising Project*. 9th ed. Cincinnati, OH: South-Western Publishing Co., 1982. Workbook; Instructor's Manual.

This project, presented in workbook format, can be used as a supplement to *Retail Merchandising: Concepts and Applications* (by Samson, Little, and Wingate) and as an independent unit of study by students who have a basic understanding of the retailing process. Activities in the workbook pose problems that are similar to those found in stores that are located in major shopping malls. Students learn basic, intermediate, and advanced jobs in retailing and have the chance to perform managerial duties and to make decisions that are typical of those made by retail store supervisors, managers, and owners. The managerial tasks require a thorough understanding of retail duties such as supervising employees, planning schedules, and analyzing retail data. *Strawberry Mall* should help to develop and sharpen the students' retailing techniques and decision-making skills.

Group Problem-solving Resources: General Competencies

Abram, Robert E.; Covert, Barbara; and Kitchen, Kate. *Teacher's Guide to Transferable Skills*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

Featured are guidelines and activities in four major skill areas: problem solving, interpersonal relations, computation, and communication. The set includes a teacher's guide and three filmstrip-tape programs: "Change," "About Transferable Skills," and "Problem Solving."

Anderson, B. Robert. *Professional Sales Management*. Englewood Cliffs, NJ: Prentice-Hall, 1981. Text.

Reflecting the real experiences of hundreds of sales managers, this text thoroughly explores sales management as the vital link between selling and marketing. Both theoretical and practical in approach, the text defines the specific role of the sales manager and outlines the steps necessary to organize, develop, and lead a successful sales force.

Campbell, Robert E.; Wynn, George A.; and Ransom, Robert M. *Coping in the World of Work: Practice in Problem Solving*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977. Instructor's Handbook, Student Guide, Masters for Handouts, and Filmstrip-Cassette Program with Scripts.

Addressing the psychological adjustment aspects of work-related problems, this unit is designed to assist individuals in the development of coping strategies that deal with work entry and job adjustment problems. It is available as a classroom set with materials for 30 students, or by individual component.

Chapman, Elwood N. *Your Attitude Is Showing*. 4th ed. Chicago: Science Research Associates, 1982. Softcover Text; Leader's Guide; Study Guide.

This text is widely accepted as an outstanding primer in human relations. Using case studies, the text-workbook emphasizes the importance of working relationships and of developing attitudes that increase productivity and promote harmony in a work environment. Chapters on self-motivation and supervisory skills are included.

Chapman, Elwood N. *Supervisor's Survival Kit*. 3d ed. Chicago: Science Research Associates, 1982. Softcover Text; Leader's Guide; Self-paced Exercise Guide.

By the same author as *Your Attitude Is Showing*, this text-workbook helps students, managers, and prospective managers develop and improve supervisory skills.

Cinnamon, Kenneth M., and Matulef, Norman J., eds. *Applied Skills Series*. San Diego: University Associates, n.d. Four-Volume Series.

Each volume in this series contains 24 hours of results-oriented training designs that can be used in part or in whole. All forms are ready to use, can be duplicated without modification, and can be "mixed and matched." Each volume in the series may be purchased individually:

- Volume 1: *Effective Supervision*. The following skills and topics are covered: avoidance of interpersonal barriers, active listening, self-assessment, constructive feedback, effective confrontation, goal setting, needs assessment, appropriate self-disclosure, problem identification, nonverbal cues, interviewing, competition and cooperation, and creativity in supervision

- Volume 2: *Creative Problem Solving*. The content includes: recognizing a problem when and where it exists, anticipating difficulties during the problem-solving process, determining objectives or goals, establishing the results desired when the problem is solved, generating creative and realistic solutions, evaluating alternative solutions against predetermined criteria, implementing the chosen solution in an organized manner, and evaluating the results of implementation.

- Volume 3: *Human Relations Development*. Topics covered include: options in interpersonal styles; accurate self-perceptions; awareness of others' values, attitudes, and goals; personal assumptions and the work setting; constructive feedback; empathy; dynamic listening; accurate identification of needs; developing trust; constructive confrontation; assertiveness; appropriate self-disclosure; and modeling.

- Volume 4: *Assessment and Interviewing*. Types of interviews covered include: selection, employment, problem solving, performance evaluation, career counseling, information exchange, termination, and discussions with the troubled employee.

Daggett, Willard R, and Marrazo, Martin J. *Solving Problems/Making Decisions*. Cincinnati, OH: South-Western Publishing Co., 1983. Text-Workbook; Instructor's Manual.

This text-workbook is designed to help students acquire the knowledge and ability to solve problems and make decisions. Students will be provided with problem-solving activities and decision-making models to follow as they analyze themselves and compare their attributes for making career and life choices. End-of-chapter activities include short-answer questions, a vocabulary list, and a chapter summary. The average completion time is 6 weeks.

Eggland, Steven A., and Williams, John W. *Human Relations at Work*. 2d ed. Cincinnati, OH: South-Western Publishing Co., 1981. Text-Workbook; Instructor's Manual.

This text-workbook offers students the opportunity to participate in a well-organized series of activities dealing with human relations. The workbook develops an understanding of and an appreciation for human relations; encourages an understanding of oneself; helps students to

deal with fellow employees, employers, and customers; and develops the link between human relations skills and communication skills. Written in an easy, informal style, the text is useful in any vocational program that prepares students for the world of work. It contains 6 chapters and 40 class activities that require approximately 30 hours to complete.

Fulton, Patsy J. *Exploring Human Relations*. Boston: Houghton Mifflin Co., 1982. Text-Workbook; Instructor's Manual.

Using this text-workbook, students learn the skills they need for success with people. They gain a clear understanding of the basic concepts of human relations, focusing on personal understanding, communicating with others, becoming an effective employee, and setting personal and career goals. Students participate in case studies, readings, group discussions, and role playing, all of which help build problem-solving and decision-making skills.

Hephner, Tom. *Industrial Sales Decision-Making*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1975. Manual; Instructor's Key.

This unit covers five major objectives for a student interested in a career in outside sales. Each objective has a pretest and posttest and an activity in detail for the student learning process. There is also a section of answers for the instructor.

Herr, Edwin L., ed. *Career Core Competencies*. New York: Gregg/McGraw-Hill Book Co., 1980. Text; Workbook; Instructor's Manual and Key; Filmstrip Library; Case-Study Cassette Library; Program Guide.

Focusing on the basic core competencies required for successful employment and career satisfaction, the *Career Core Competencies* program helps students develop "career maturity" skills—those nontechnical skills that relate to the understanding of themselves within educational, occupational, and social contexts. The program includes seven modules that are available separately or in sets; it is also available in one hardcover text entitled *Your Working Life: A Guide to Getting and Holding a Job*, which covers the most important coping skills and competencies presented in the modules. The program also lays the groundwork for identifying appropriate careers and for growing within a chosen career. Each of the following text-workbook modules is divided into sections that combine theory, case studies, practical information, and hands-on exercises and projects:

- "Schools and Careers"
- "Knowing Yourself"
- "Making Decisions Work"
- "Working in Human Relations"
- "Getting the Job"
- "Growing on the Job"

Two audiovisual options are available for the *Career Core Competencies* program. The "Sound Filmstrip Library" consists of seven full-color sound filmstrips, each serving as an introduction to seven career competencies and enhancing discussion. The Case-Study Cassette Library of 21 cassettes helps students internalize the concepts related to the career competencies; the cassettes present case studies in dialogue format with open-ended situations to give students the opportunity to respond, make decisions, and solve problems based on what they have just learned. A detailed program guide is available to help implement and manage the program.

Krino, Tod. *Teaching Aids in Parliamentary Procedure*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1982. Manual; Transparency Masters.

This manual is an excellent teaching device for parliamentary procedure. Included are teacher transparencies, student activities, handouts, and a mock demonstration for class practice of proper procedures in parliamentary law. A leadership section is included for use with the selection and discussion of officer duties and responsibilities.

Laird, Donald A.; Laird, Eleanor C.; and Fruehling, Rosemary T. *Psychology: Human Relations and Work Adjustment*. 6th ed. New York: Gregg/McGraw-Hill Book Co., 1983. Text; Instructor's Manual.

This book covers the psychology applied to daily living and is designed to help students become the productive workers employers seek. Written on the college level, the text discusses such topics as the following:

- The behavior of individuals and groups within work organizations and the relationship between workers and the work environment
- The need to discover personal values and aptitudes in order to make the decisions and adjustments necessary to achieve job satisfaction
- The major objectives for individual adjustment to the work environment, such as handling stress, learning the job and producing results, developing interpersonal relationships, and communicating effectively

Leadership Development/Officer Training Handbook. Reston, VA: DECA Related Materials, DECA, n.d.

This handbook has two sections designed for leadership development and officer training. The purpose of the leadership development section is to allow students to further develop their skills in decision making, problem solving, communications, and leadership abilities through the use of specifically designed exercises. This section provides good exercises to aid students in developing and promoting better human relations.

The officer training section has training plans to conduct workshops for chapter officers. Suggested learning outcomes, topical outlines and training plans are included to conduct workshops for (1) presidents and vice-presidents, (2) secretaries, (3) treasurers, (4) parliamentarians, (5) reporters, and (6) historians. This section could be incorporated into a unit on parliamentary procedure. It could also be adopted to fit local chapters' needs as well as large groups of chapters.

Leadership Training. rev. ed. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1984. Manual.

Supervisory skills are stressed in a functional outline discussing qualities of a leader, working with people, and efficiency as it applies to leadership.

Parliamentary Procedure. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1973. Study Manual and Tests; Answer Book.

This manual is for use with clubs and organizations and is a how-to approach to using parliamentary procedure for control of meetings.

Practical Leadership. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1975. Student's Manual; Instructor's Guide.

Designed for youth leadership training, this practical, intense, 8-hour training session covers organizing, planning, communicating, motivating, and handling criticism.

Put More Leadership into Your Style. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1984. Reference Book.

This reference book is written by the author of *Your Attitude Is Showing* and published by Science Research Associates. It proves useful in conjunction with youth leadership training and is an excellent adjunct to *Practical Leadership and Parliamentary Procedure*. The book is self-contained, with a multitude of activities to promote leadership training.

Richard, Paul W. "Critical Thinking, Fundamental to Education for a Free Society." *Educational Leadership* 42, no. 1 (September 1984): 4-14.

Outlined are short- and long-term strategies to improve the teaching of problem-solving skills from the present state of the art to what we should ultimately strive to achieve.

Roberts Rules of Order. Newly revised edition. Rockville, MD: DECA Supply Service. Text.

This is probably the most comprehensive book ever written on parliamentary procedure. It is recommended for use at all official DECA meetings.

Russon, Allien R., and Wallace, Harold R. *Personality Development for Work*. 5th ed. Cincinnati, OH: South-Western Publishing Co., 1981. Text; Instructor's Manual.

The title of this textbook reflects the concern for the development of successful work habits and personality traits for *all* workers. Learning about oneself, dealing with attitudes, coping, communicating, and working are carefully covered by the authors. Illustrations, including the use of mimes to pantomime personality characteristics, are included, and follow-up activities and case problems at the end of each chapter give students an opportunity to develop practical solutions to typical personal and work-related problems.

Supervisory Development. Stillwater, OK: Curriculum and Instructional Materials Center, n.d. Three 15-Hour Courses.

This three-course training program is designed to meet the needs of new and inexperienced supervisors and also to fulfill the training needs of experienced supervisors who have not had the benefit of prior or recent supervision training. Participants are provided with an overview of the basic elements of successful supervision, communications, and human relations skills. Also covered are the fundamental theories and practices needed to make an effective transition from employee to supervisor. Skills and understandings developed by participants provide a framework for effective supervisory performance and the background necessary to benefit from increasingly sophisticated management training experiences. Each of the following courses is designed as a 15-hour block for a total of 45 hours of training:

- "Principles of Supervision." This course includes instruction and training in management concepts and the objectives of management, functions of management, leadership development, duties of a supervisor, and the supervisor and discipline.

- "Effective Communications." This course includes the following training areas: the need for effective communication, organizational factors that influence communication, the human element in communication, the listening factor, and written communication.

- "Working with People." This course provides training in the following areas of management and supervision: assessing human behavior, improving human relations, employee performance, giving orders and instructions, analyzing problems, handling people and people problems, and effectively evaluating employees.

Group Problem-solving Resources: Communication Competencies

Branchaw, Bernadine P. *English Made Easy*. New York: Gregg/McGraw-Hill Book Co., n.d. Text-Workbook; Instructor's Manual and Key.

This 30- to 45-hour basic business English program covers the essentials of grammar, punctuation, capitalization, and number usage. It is divided into 43 four-page lessons that include two pages of instructional material and two pages of practice exercises. Test materials and teaching suggestions are included in the instructor's manual and key.

Burtness, Paul S., and Clark, Alfred T. *Effective English for Business Communications*. 7th ed. Cincinnati, OH: South-Western Publishing Co., 1980. Text; Study Projects Workbook; Instructor's Manual.

This textbook emphasizes the importance of English grammar and oral and written communications in the world of business. Division 1 is designed as a handbook for effective communication. Division 2 covers the fundamentals of oral and written business communication. Division 3 gives complete coverage to special forms of written communication such as handling claims and adjustments, sales messages, and business reports. A workbook is also available for project activities.

Business Communications Series. Chatsworth, CA: Career Aids, n.d. Two Kits with 10 Color Transparencies, Lecture Notes Competencies, and Student Activities.

The first kit is entitled "Can You Listen?" It covers the importance of listening, barriers to effective listening, and learning techniques for developing listening skills. Covered in the second kit, "Telephone Techniques," are telephone personality, words and ways to win friends, teledrama—message please, future calls, and irate callers.

Fawcett, and Sandberg. *Cornerstone: English Skills Workbook*. Boston: Houghton Mifflin Co., 1978. Workbook; Instructor's Edition.

Parts of speech, sentence parts, punctuation, and troublesome words are presented through a clear and systematic teaching pattern in this workbook: rule or definition, example, and application exercise. The workbook is also good for remedial work.

Frye, Helen. *Teaching Reading in Vocational Education*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1982. Manual.

This manual contains a variety of procedures and many student activities for providing help to students who lack the necessary skills for doing required reading in the vocational content

areas. This manual allows the instructor to teach reading skills without students knowing that reading skills are being emphasized. Student reading interest, methods of determining the reading levels of books, context clues, spelling, and comprehension are just a few of the many topics covered in this excellent teaching aid.

Glatthorn, Allan A., et al. *The English Book: A Complete Course*. Chicago: Science Research Associates (SRA), 1981, 1982. Handbooks; Instructor's Manuals; Workbooks; Specimen Sets.

As the core of SRA's *The English Book* program, this series includes three levels of English materials—level 4, at an 8.7 reading level; level 5, at a 9.4 reading level; and level 6, at a 10.1 reading level. Each volume in this comprehensive reference-handbook contains detailed units on grammar, usage, composition, communication, speaking, listening, reading, and critical thinking.

Henderson, Greta L., and Voiles, Price R. *Business English Essentials*. 6th ed. New York: Gregg/McGraw-Hill Book Co., 1980. Text-Workbook; Instructor's Edition.

Business English Essentials is suitable for a variety of courses of one semester or less that are devoted to a wide range of business communication topics. The materials are divided into two sections. The text section provides coverage of the principles of grammar and usage; punctuation, capitalization, number expression, and abbreviation style; spelling and vocabulary development; principles and techniques of writing various types of business letters, memos, and reports; and reading, listening, and speaking skills. The 128-page workbook is unit correlated and provides students with numerous opportunities to develop proficiency in applying the principles they have studied.

Kinlaw, Dennis C. *Listening and Communicating Skills*. San Diego: University Associates, n.d. Facilitator's Guide; 30-Minute Cassette Tape.

If you work with people to develop skills in interviewing, performance appraisal, coaching, supervising, counseling—or any of the areas that require listening and communicating skills—you should know about this resource. The activities that form the basis for this program are designed to allow participants to demonstrate, practice, and synthesize active listening skills. The package, including a facilitator's guide and a 30-minute cassette tape, all in a three-ring binder, is a complete training program that will equip anyone to manage problem-solving discussions.

Lamb, Marion M., and Perry, Devern. *Word Studies*. 7th ed. Cincinnati, OH: South-Western Publishing Co., 1981. Text-Workbook; Instructor's Edition.

This text-workbook contains 85 activities that help students build confidence in their ability to spell and use words correctly. In addition, students acquire a greater appreciation for, and mastery of, the English language.

Micro Power and Light. *Spelling Rules*. Morrisville, PA: Nationwide Computer Products, n.d. Software; microcomputer required.

This microcomputer software addresses rules related to: ie or ei; final e; adding k; final consonant; -sede, -ceed, -cede; and final y. Each rule usually requires about 10-15 minutes to complete. The entire program requires about .5 to 1.5 hours. The program, geared to grades 5-adult, requires a 48K diskette and is available for Apple II computers.

Mikulecky, Larry, and Haugh, Rita. *Reading in the Business Education Classroom*. West Haven, CT: NEA Professional Library, 1980.

The authors show easy, practical, nontechnical ways in which teachers who have no special training in teaching reading can help their students improve their reading comprehension of textbooks, assignments, and instructions.

O'Connor, J. Regis. *Speech: Exploring Communication*. 2d ed. Englewood Cliffs, NJ: Prentice-Hall, 1984. Text; Teacher's Guide with Tests.

This textbook gives students a thorough introduction to the basic elements of communication, interpersonal communication, public speaking, debate and parliamentary procedure, and the performing arts. Reviewers call it "the most usable speech text ever published." The book includes an appendix of speeches as well as extensive end-of-chapter activities.

Phillips, Bonnie D. *Business Communication*. 2d ed. Albany, NY: Delmar Publishers, n.d. Text; Workbook; Cassette; Instructor's Guide.

This text not only covers the basic writing skills, but it also focuses on both verbal and nonverbal communications, listening and reading skills, speaking, dictating, and proper telephone techniques. The accompanying workbook contains activities for each chapter; the 20-minute cassette provides exercises for listening skills, following directions, short-term memory, and context clues to word meaning.

Spelling Made Easy. New York: Gregg/McGraw-Hill Book Co., 1984. Text-Workbook; Recorded Quizzes; Instructor's Manual and Key.

Spelling Made Easy offers practical instruction for learning to spell the words most commonly used in business correspondence. Each lesson is only four pages long, with two pages of instruction followed by two pages of exercises. Recorded quizzes (on cassettes) for this workbook and a companion volume, *Words Made Easy*, are available.

Spelling Volume 2 - Secondary. Morrisville, PA: Nationwide Computer Products, n.d. Support Manual; Microcomputer required.

The computer can help students improve their spelling by presenting drills in a motivating way and making them interactive. *Spelling Volume 2* presents a sentence containing a missing word and three possible answers. Students select the correctly spelled answer by typing its reference number. An element of competition against the clock is added by timing the response with a moving colored block. The program requires that students practice correct spelling by prompting them to type the work several times. Worksheets further help students keep track of and practice words with which they are having difficulty. Drills tailored to the students' needs can be prepared by using the teacher utility built into the diskette. The 600 words on the diskette were selected from word lists compiled by researchers in spelling instruction. The program is for students from the junior high through adult levels. The program is available for Apple 48K computers.

Stewart, Marie M.; Zimmer, Kenneth; and Clark, Lyn. *Business English and Communication*. 6th ed. New York: Gregg/McGraw-Hill Book Co., 1984. Text; Student Projects and Activities; Instructor's Edition.

This textbook extensively presents the basics of grammar, punctuation, and style; effective business correspondence; and effective listening and speaking in the business world.

Vocabulary Made Easy. New York: Gregg/McGraw-Hill Book Co., 1984. Text-Workbook; Instructor's Manual and Key.

This text-workbook emphasizes the vocabulary that students must master to succeed on the job. Each lesson is four pages long, with two pages of text instruction followed by two pages of exercises. The writing style keeps students interested, and the frequent checkup exercises at regular intervals provide immediate reinforcement of the text principles.

Williams, and Eggland. *Communication in Action*. Cincinnati, OH: South-Western Publishing, 1985. Text-Workbook; Instructor's Manual.

This text-workbook will help students to communicate more effectively at work and in their personal lives. It contains photographs, illustrations, in-chapter exercises, and end-of-chapter class activities designed to aid students in understanding and practicing effective communication. It enables students to master the communication competencies required in an ever-changing world of work, particularly in entry-level positions.

Wood, Barbara, ed. *Development of Functional Communication Competencies: Grades 7-12*. Developed by the Speech Communication Association. West Haven, CT: NEA Professional Library, 1977.

Theory, techniques, and activities to increase adolescent competence are stressed in this publication.

Words Made Easy. New York: Gregg/McGraw-Hill Book Co., 1984. Text-Workbook; Recorded Quizzes; Instructor's Manual and Key.

This text-workbook is a flexible program for spelling and vocabulary mastery. It combines the entire *Spelling Made Easy* program with the entire *Vocabulary Made Easy* program.

Organization and Management Resources: General Competencies

Ashmore, M. Catherine, and Pritz, Sandra G., comp. *PACE Revised: Program for Acquiring Competence in Entrepreneurship*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983. Three Levels with 18 Modules; Instructor's Guide; Resource Guide.

PACE is a set of competency-based materials for teaching the principles of small business operation and can be used in classrooms or by individuals. Materials are designed for different levels of students: the first for young people just learning about entrepreneurship, the second for more advanced high school students or young adults, and the third for adults planning to run businesses. Each level is divided into 18 modules covering such subjects as understanding the nature of the small business, obtaining technical assistance, planning marketing strategy, locating the business, financing the business, managing sales, and more. Included in each package are the instructors' guides and a resource guide.

This resource was included because most marketing education programs include a unit on entrepreneurship or starting a business. *PACE* seems to be a unique way to teach entrepreneurship and offers a wide variety of learning activities with each module, many of which can help develop nontechnical competencies.

Bolen, William H. *Contemporary Retailing*. 2d ed. Englewood Cliffs, NJ: Prentice-Hall, 1982. Text; Teacher's Manual with Tests and Supplements.

This up-to-the-minute text incorporates a how-to approach with a concise, readable presentation of fundamental retail management concepts. It also discusses the broad and complex subject of retailing in a manner that is easily understood.

Burke, Ronald S., and Bittel, Lester R. *Introduction to Management Practice*. New York: Gregg/McGraw-Hill Book Co., 1981. Text; Course Management Guide and Key; Self-study Guide; Computer Simulations in Management.

Introduction to Management Practice is a college preparatory program ideally suited for any high school business-related curriculum that emphasizes the teaching of management principles and practices. Written at a 10th- through 11th-grade reading level, it is an introductory management text that addresses the needs of college-bound high school students who will be making critical career choices and entering the job market in a relatively short while. Major topics include the management functions of planning, organizing, coordinating, staffing, directing, and controlling. The interpersonal and human relations aspects of managing—working with individuals and groups, communicating, motivating, and providing leadership—are also emphasized. Through this program, students also come to learn how the social, political, economic, and legal environment impacts upon business operations and managerial decision making. A self-study guide gives students the option of learning at their own pace, and two computer simulations are available that require students to develop long-range management objectives and then interpret these objectives into operating strategies for their departments (both simulations are written in BASIC and may be used on a variety of hardware).

Business Management and Ownership. Stillwater, OK: Curriculum and Instructional Materials Center, 1982. Teacher's Manual and Binders; Student Manual.

The ever-demanding world of management is the focus of these instructional materials. Planning, organizing, leading, and controlling functions of supervisory management are explored. Units are written in the following areas: economics of free enterprise, principles of management, store layout and security, merchandising, credit services, and personnel management. The last four units are designed to provide small business ownership information for those interested in starting their own firm.

Canei, Robert A. *Who Profits from Profits?* Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1978. Manual.

This publication aids students in identifying and analyzing the basic everyday financial operations of a business. It provides a clarification on the subject of profits—what they are and who benefits from them.

Egan, B. "Course: Marketing Mathematics." *Mountain Plains Learning Experience Guide: Marketing*. Glasgow AFB, MT: Mountain-Plains Education and Economic Development Program, 1975. (ERIC Document Reproduction Service No. ED 197 166)

As 1 of 13 individualized courses included in a marketing curriculum, this course is designed to familiarize the student with the mathematics used daily by the retail business. The course is comprised of six units: (1) Arithmetic and Selling, (2) Sales Records, (3) Weights and Measure, (4) Inventory Controls, (5) Checking Incoming Merchandise, and (6) Pricing Merchandise. Each unit begins with a unit learning experience guide that gives directions for unit

completion. The remainder of each unit consists of learning activity packages (LAPs) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest that is designed to direct the student to units and performance activities.

Ely, Vivien K., and Barnes, Michael T. *Starting Your Own Marketing Business*. 2d ed. New York: McGraw-Hill Book Company, 1978. Text-Workbook, Instructor's Manual and Key.

The potential business owner is guided through several weeks of concentrated sequential projects that show how to consider every aspect of planning and opening a small business. Even if the proposed business venture proves to be inadvisable, students will have acquired management-planning competencies, engaged in valuable conferences with local marketing and business specialists, discussed their experiences with other students, and developed a deeper comprehension of private enterprise.

Everard, Kenneth, and Burrow, James L. *Business Principles and Management*. 8th ed. Cincinnati, OH: South-Western Publishing Co., Winter 1984. Text; Study Guides and Problems; Instructor's Manual.

This textbook and its accompanying instructional materials provide insight into the characteristics, organization, and operation of business. Contemporary issues as well as routine factors that affect business operations are introduced, including the environment of business, business ownership, finance, production, marketing, personnel, government regulations, planning, and taxation. Business careers are emphasized in each chapter. Students have the opportunity to work on an expanded business project found in the related workbook.

Harshman, Carl L. *Quality Circles: Implications for Training*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

The background, process, and implementation of quality circles (QCs) are explored, as well as management, facilities, team leaders, and circle member training. This work includes survey results of 18 companies involved with QCs.

Koontz, Harold; O'Donnell, Cyril; and Weihrich, Heinz. *Essentials of Management*. 3d ed. New York: Gregg/McGraw-Hill Book Co., 1982. Text; Instructor's Manual.

This text provides students with a concise introduction to management theory and practice. Intended for a one-term course, the text enables students to understand managing, strategic planning, managerial and organization development, communication, and the nature and purpose of staffing.

Link, Robert. *A Planning Manual for Entrepreneurs Utilizing Visacalc*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1984. Manual; Microcomputer required.

Developed by a small business management instructor, this manual is a workable computer program to be used with Visacalc. Five plans for success identify and instruct owner-operators in the areas of marketing, profit, capital, return-on-investment, and cash-flow planning.

Lloyd, Russell F., and Rehg, Virgil R. *Quality Circles: Applications in Vocational Education*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

This publication discusses what is involved in creating and maintaining successful quality circles in a company or educational institution and examines how vocational education programs can help. It shows how workers and employers can benefit from learning to use participative decision making, team building, statistical skills, group dynamics, and more. It also examines how quality circles may be used in education.

Media Materials. *Basic Business Series*. Developed by Media Materials. Morrisville, PA: Nationwide Computer Products, n.d. Ten Separate Diskettes; Student Response Booklets; Instructor's Guide; Microcomputer required.

Analyzed are various aspects of business operations such as profit, ownership, cash flow, product development, also retail and wholesale business and services that business' need. The series is available for Apple II, II+, and IIe and TRS-80 Model III and 4 computers. Titles in the series include the following:

- **#7501 "Bottom Line."** Students learn what profit is and how to set prices. Profit and loss as they relate to expenses are also emphasized.
- **#7502 "Hit the Net."** The difference between net profit and gross profit using the formula (Price -Cost = Gross Profit) is shown with numerous appealing situations.
- **#7503 "Who's Who."** This program gives a basic overview of sole proprietorships, partnerships, and corporations. Included is information about the board of directors and corporate officers of a company.
- **#7504 "Moving Right Along."** This program emphasis includes the difference between cash and capital and the meaning of inventory and accounts receivable. A model for managing business for profit is shown.
- **#7505 "How to Make It."** Products start with needs and ideas—product development is shown from the raw material through production to an actual consumer product.
- **#7506 "The Assembly Line."** The changes in product from handicraft by man to production by machine introduce the specific production of the microwave oven, VCR, and gas and electric refrigeration.
- **#7507 "Crack the Safe."** The primary emphasis is on banking services including safeguarding loans and fund transfers.
- **#7508 "Hand in Hand."** Students recognize that business needs business. Transportation and advertising are highlighted to show how business works together.
- **#7509 "Service with a Smile,"** This explanation of types of wholesalers and retailers leads to awareness of how products move from producer to wholesaler and to retailer. The extent of price increases through this progression becomes evident.
- **#7510 "Help on the Way."** Government assistance that provides goods and services to enable business growth is emphasized. The students will see how government standards provide manufacturers with a useful measure by which to judge their products.

Organization and Management: Math-related Competencies

Alvey, George, and Rosenberg, R. Robert. *Business Math/30*. 3d ed. New York: Gregg/McGraw-Hill Book Co., 1984. Text-Workbook; Instructor's Manual and Key.

Ideal for short instructional units or courses that are 30 hours or less in length, this text-workbook provides review and practice in basic arithmetic, then applies these concepts to business applications. Each of the 30 skill builders presents a short lesson followed by a series of exercises.

Carlo, Patrick, and Murphy, Dennis. *Merchandising Mathematics*. 3d ed. Albany, NY: Delmar Publishers, n.d. Softcover Text; Instructor's Guide.

Merchandising Mathematics develops the fundamental mathematical skills required by retailing and merchandising employees. The text provides students with a highly practical and functional approach to solving many of the common problems often encountered in the fields of distribution, retailing, merchandising, and selling. Topics include: mathematics for the salesclerk; buying forms, terms, and discounts; pricing; purchase orders; and merchandising for management.

Learning Achievement Corporation. *MATCH (Math Applied to Career Highlights)*. New York: Gregg/McGraw-Hill Book Co., 1981. Text-Workbooks; Instructor's Manual.

The *MATCH* Series (Math Applied to Career Highlights) shows the student how math skills relate to the world of work as it helps develop basic math skills. Each of the five *MATCH* text-workbooks covers specific math skill areas and some occupational applications of these skills. These self-contained books can be used in any sequence and are geared to basic math and reading levels. An instructor's manual is available as well as a correlated *MATCH Microcomputer Software Program*. (See next entry.) The following books comprise the series:

- *Book 1: Number Systems and Addition/Subtraction*
- *Book 2: Multiplication/Division*
- *Book 3: Fractions/Fractions and Decimals*
- *Book 4: Decimals and Percent/Measurement*
- *Book 5: Geometry/Ratio, Proportion, Reading Graphs*

Learning Achievement Corporation. *MATCH Microcomputer Software Program*. New York: Gregg/McGraw-Hill Book Co., 1981. Four 2-sided Disks; User's Guide; Microcomputer and Printer required.

This teacher-controlled software program for use with *MATCH (Math Applied to Career Highlights)* enables the instructor to offer students individualized remediation and tests. Three disks allow word problems and computational drills to be generated for the math skill areas covered in the text-workbooks. Also included is a class management system that allows the instructor to store, display, and print out information about the students' progress. The program requires one microcomputer because the remediation and testing materials are generated by the instructor and the students work with printouts. The program is available for use with Apple II+ or Apple II.

Lewis, Harry. *Mathematics for Business*. Albany, NY: Delmar Publishers, n.d. Text; Instructor's Guide.

This text is designed to simulate as closely as possible the actual pedagogical procedures used by instructors when teaching business mathematics. Through the use of mapping diagrams, these procedures are thoroughly explained in a step-by-step sequence. The chapters included address the fundamental operations and percents, earnings, purchasing merchandise, interest, borrowing money, investments, insurance, accounting practices, and financial reports. Chapters end with a student self-test, so students can analyze their strengths and weaknesses and determine the areas in which they will need additional study.

Martinka, Marie E., and Southam, James. *Vocational Mathematics for Business*. 3d ed. Cincinnati, OH: South-Western Publishing Co., Winter 1984. Text; Instructor's Manual.

This text reviews the essentials of decimals, fractions, equivalents, percents, and weights and measures and then applies these basics to practical problems. Checking accounts, interest payment plans, and commercial loans are all covered. Self-check answers are provided in this text-workbook, ideal for individualized as well as group instruction; the book is usable in all types of vocational programs.

Shaw; Denholm; and Shelton. *Mathematics Plus! Consumer, Business, and Technical Applications*. Boston: Houghton Mifflin Co., 1983. Text; Progress Tests; Activities and Simulations; Instructor's Edition.

The students learn 35 key computational skills and apply them in consumer, business, and technical settings in this textbook. They examine earnings, taxes, investments, insurance and credit, and starting and managing a business. They gain hands-on experience through built-in and supplementary simulations.

Stull, William A. Marketing Math. Cincinnati, OH: South-Western Publishing Co., 1979. Text-Workbook; Instructor's Edition.

Basic mathematics in a marketing environment is the main thrust of this softbound text-workbook. Students will acquire the computational competencies needed for entry and advancement in a career in marketing education. The text is designed in a logical manner beginning with a basic math skill review, followed by the math involved in ordering, receiving, and recording merchandise; pricing; daily calculations in marketing; and inventory procedures. The final chapter deals with the math involved in determining income and loss.

Organization and Management: Economics-related Competencies

Brown, Betty J., and Clow, John E. *General Business: Our Business and Economic World*. Boston: Houghton Mifflin Co., 1982. Text; Instructor's Manual.

This business textbook helps build decision-making skills by promoting the knowledge, skills, and economic literacy necessary for sound citizen, consumer, and career decision making. It covers time and money management; our private enterprise system; the interrelationship of business, government, and labor; banking, credit, investments, and insurance. The students build key concepts, communication skills, vocabulary, reading comprehension, and math skills; they analyze data in charts and graphs; and they get "live" experience through mini-simulations in computer literacy, credit, and entrepreneurship.

Brown, Kenneth W., and Warner, Allen R., consulting eds. *Economics of Our Free Enterprise System*. New York: Gregg/McGraw-Hill Book Co., 1982. Text; Instructor's Manual and Key.

Designed to meet the growing need for economics instruction, this comprehensive text provides students with a basic understanding of and appreciation for the U.S. free enterprise economic system and how it relates to them as consumers, entrepreneurs, workers, investors, and citizens. The text is divided into six sections that give students a broad but thorough overview of the essentials and benefits of free enterprise so they can enter the job market as economically literate and responsible workers.

Clark, J. R., and Wilson, J. Holton. *Economics: The Science of Cost, Benefit, and Choice*. Cincinnati, OH: South-Western Publishing Co., 1984. Text; Student Supplement; Instructor's Manual.

Based on the concepts identified by the master curriculum guide of the Joint Council on Economic Education, this textbook offers an innovative approach to the study of economics. Students use a logical decision-making model to learn to define problems, determine alternative solutions, evaluate those alternatives, and arrive at the best solution. The textbook covers micro- and macrotheories of economics as well as contemporary economic topics. Learning is reinforced through the use of relevant examples, learning objectives, a glossary, photographs and graphs, short biographical sketches, and special inserts. It may be used in a semester or a full-year course.

Clawson, Elmer U. *Our Economy: How It Works*. 2d ed. Menlo Park, CA: Addison-Wesley Publishing Co., 1984. Text; Instructor's Guide. Related Text-Workbook.

This text introduces important economic principles through studies of the production of familiar goods. It is written in a style that can be easily understood by both junior and senior high students and is a self-contained, one-semester economics course. The textbook includes student involvement activities in fact-finding, analysis, decision making, and role playing. A related text-workbook supplement entitled *Our Economy: How It Works, Activities and Investigations* is available; it may also be used as an economics supplement for courses in areas such as civics, government, home economics, career education, and more.

Ford, Lucille G. *Economics: Learning and Instruction*. Cincinnati, OH: South-Western Publishing Co., 1982. Text.

This textbook is a practical how-to manual that divides economic theory into eight simplified yet comprehensive concept areas: alternative economic systems, supply and demand, income, profits, spending and saving, fiscal policy, the Federal Reserve system, and international economics. Teaching applications follow the presentation of theory, illustrating *what* theory should be covered and *how* to present it.

Free Enterprise . . . It's Working. Bartlesville, OK: The Phillips Petroleum Company, n.d. Locse-Leaf Manual; Teacher Section; Student Section.

The materials in this manual are designed to help marketing education instructors teach major concepts about economics and the free enterprise system. There are student and teacher sections, and specifications for the DECA Free Enterprise Project competition are included. The teaching materials may be used without participating in the project.

Heilbroner, Robert, and Thurow, Lester. *Economics Explained*. Englewood Cliffs, NJ: Prentice-Hall, 1983. Softcover Text.

Two of the most respected economists in the United States have written this basic, jargon-free guide to help students better understand how economics directly affects their lives. It covers such issues as inflation, unemployment, interest rates, gross National product (GNP), investing, and saving.

Miller, Roger Leroy. *Economics Today and Tomorrow, Enterprise Edition*. New York: Harper and Row Publishers, n.d. Text; Instructor's Manual; Skills Worksheets and Test Duplicating Masters.

This is a clearly written textbook program that promotes student awareness and understanding of how the U.S. economy works. The book develops economic skills, relates theory to real-world situations, examines current economic issues, and profiles important economists. It is combined with a sequential development of reading, writing, statistical, speaking, and study skills. Case studies and discussion questions are also provided.

Niss, James F.; Brenneke, Judith Staley; and Clow, John E. *Strategies for Teaching Economics: Basic Business and Consumer Education*. Culver City, CA: Social Studies School Service, n.d. Two-Volume Guide.

This two-volume, softcover guide for curriculum development provides a rationale and actual materials for incorporating basic economic principles into both business and consumer education classes. The 52-page introductory volume presents basic concepts: defining objectives, identifying issues, and applying economic understanding. The second part provides lesson plans and reproducible student handouts.

Patterman, Joan, and O'Toole, Cathleen M. *Profit Isn't Always Gross—A Look at Economics Concepts*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1979. Binder; 14 Modules.

This set comprises 14 economic student-oriented modules, each covering a different economic concept, such as channels of distribution, scarcity, and supply and demand. The modules start with a student objective, provide numerous examples to illustrate the concepts, and include student activities. Each module is referenced to the IDECC Economics and Marketing Learning Activity Packets (LAPs). The set is packaged in a three-ring binder.

Peterson, H. Craig. *Economics of Work*. Cincinnati, OH: South-Western Publishing Co., 1983. Text-Workbook; Instructor's Manual.

This text-workbook is designed to help students gain a better understanding of the U.S. system of economics. It will help students make the natural linkage between the overall structure of the economy, how it functions, and how workers play a meaningful role in the input side of the economic process. Students will gain an understanding of the role of the individual within a firm, the role of a firm within the economic system, and the interrelationship of government and private enterprise. Students will be exposed to various types of economic problems and will be asked to apply economic concepts to the decision-making process to gain an understanding of the economic system.

Sampson, and Marienhoff. *The American Economy: Analysis,Issues, Principles*. 2d ed. Boston: Houghton Mifflin Co., 1983. Text; Student Workguide; Instructor's Manual and Key.

This textbook discusses basic economic principles such as monetary policy, economic wants, production factors, and free market economy, as well as current consumer issues such as energy, unemployment, and inflation. This is a good textbook to use as a reference for the study of economics.

Wyllie, Eugene D., and Warmke, Roman F. *Free Enterprise in the United States*. Cincinnati, OH: South-Western Publishing Co., 1980. Text; Student Supplement; 3 Filmstrips and Cassettes; Instructor's Manual.

This textbook describes the free enterprise system in the United States and its impact on the American way of life in a practical way. The primary focus is on the unique quality of the free enterprise system and how the individual operates within the system as a worker-producer, a consumer, and a citizen-voter. Practical activities are included at the end of each chapter, and enough material is provided for one semester of instruction. A student supplement offers a variety of personal applications, and three filmstrips with accompanying cassettes present vital concepts covered in the text.

Lecture Method

Description and Purpose

A speech or a lecture is a carefully prepared oral presentation of a subject by a qualified person, in this case either the marketing education instructor or an outside resource. A lecture may be supplemented with a variety of visual aids such as illustrations, charts, and handouts; or it may include some sort of demonstration. The lecture method may be the technique to use when topics and goals point toward doing one or more of the following:

- Presenting information in an organized way
- Identifying or clarifying problems or issues
- Presenting an analysis of a controversial issue
- Stimulating or inspiring the class members
- Encouraging further study or inquiry
- Introducing a new topic

From the student's point of view, lectures can develop understanding about topics, develop attitudes, and build knowledge of specific concepts.

Nontechnical Competencies Developed

Because the lecture is a relatively noninteractive type of learning strategy, the QWL competencies that can be developed are more limited than some of the other strategies and methods. Listening skills and note-taking skills can certainly be practiced, and, depending on the structure of the lecture and the amount of time spent on questioning and class discussion, other nontechnical QWL skill areas may be involved. This method can help *explain* the QWL nontechnical skills to students, but additional learning strategies are required to give them the chance to *practice* these competencies. The lecture can also prove to be an effective strategy for conveying the more cognitive type of knowledge mentioned in the organization and management section.

Application in Marketing Education Curriculum

The lecture method is probably used more frequently in marketing education programs than in some of the other vocational programs. Many subject areas lend themselves well to use of the lecture method as a learning strategy, such as economics, advertising, marketing research, business ownership and operation, and business math. The marketing education curriculum also provides ample opportunity for the use of outside speakers or lecturers.

Overall Procedures and Setting

Generally speaking, three steps are normally involved when evaluating the lecture method as a viable learning strategy: establishing its need, developing its specific purposes, and determining its

applicability to the unit of study. Depending on the purpose of the lecture, its overall procedure and setting may vary somewhat. If its purpose is to present information, for example, the procedure and setting used should enhance student retention and possible note taking; whereas, if its purpose is to stimulate the class and lead to possible discussion, care should be taken to see that the setting used does not have a negative effect. Overall, the lecture method is probably one of the most widely used and easily adapted learning strategies in the marketing education classroom.

Instructor and Student Roles

When using the lecture method, the instructor must consider the appropriateness of the lecturer's content, organize the materials, pace its delivery, be sensitive to learner needs, interact as needed, and be able to make necessary "midcourse corrections." In addition to fulfilling the role of a "transmitter," the lecturer serves as a stimulator of thought, observer of student behavior, and evaluator of student understanding. Further, besides playing the role of a "receiver," students are questioners and challengers of the material presented as well as organizers of the information. After the lecture has been completed, additional instructor and student roles may be assumed, depending on the postlecture activities.

Resources

Most instructors develop their own lectures from their own materials, often clarifying or supplementing course textbooks. See the list of resources available under "Textbooks-Workbooks." Good sources for guest lecturers or speakers are the Small Business Administration, local trade and professional organizations, local speakers' bureaus, and area businesses. See the Additional Resources section for more information.

Simulation or Role-playing Method

Description and Purpose

The simulation method is defined as the enactment of lifelike conditions where students—on an individual or group basis—carry out selected roles as part of the learning experience. The degree of structure in the activity depends on the circumstances or events being simulated; it may involve students assuming the duties, tasks, and responsibilities of a particular person associated with a company, or the simulation may require a group of marketing education students to portray a specific situation or circumstance for the purpose of discussion. This method of instruction requires participation and decision making on the part of the students, helps students discover how people might react under certain conditions, provides skills and training in such areas as problem solving and diagnosis, and generally affords a greater degree of reality in and involvement with the learning situation.

Nontechnical Competencies Developed

The simulation or role-playing method provides an excellent approach for developing nontechnical QWL-related competencies as well as provides a means to acquire and apply the more technical types of knowledge related to marketing education. Applying interpersonal skills, working effectively under time constraints, and taking responsibility for one's own decisions and actions are practiced in many simulations. Since marketing education simulations usually require several participants, opportunities are available for work group interaction, team building, and individual and group communication. Students also gain experience in problem solving and decision making, depending on the requirements of the simulation. Competencies such as carrying out instructions and recalling information from memory can be developed.

The simulation method can also be used effectively to develop organization and management skills. The use of a simulation or role-playing situation to reinforce learning of these competencies can be very worthwhile. Depending on the desired outcome of the learning situation and the nature of the simulation, the skills developed by this method will vary. Simulations are rich in opportunities for developing QWL skills.

Application in Marketing Education Curriculum

The simulation, or the enactment of a true-to-life situation, is an important learning tool and an effective means to provide students with practical experience in the use of QWL nontechnical skills. Because simulations and role-playing activities are so flexible and generally adaptable to specific settings, they can easily be included in every marketing education curriculum. A true-to-life simulation activity often proves to be an excellent review technique to conclude a unit, or it can be used to spark student interest in a topic before the unit commences. Many DECA series events are role-playing situations.

Overall Procedures and Setting

The goals of the simulation or role playing must be clear to all. The activities should contain as much reality as possible, and the students must be involved in them in a meaningful way. After

completion of the simulation or role-playing activity and after the instructor has evaluated the students' activities, class discussions may help the students understand why some solutions are better than others, why certain options were selected, and what the results of those actions were. Such discussions help develop reasoning, judgment, and decision-making skills.

Instructor and Student Roles

The instructor serves as a manager of educational experiences and as a resource person for the students. The instructor's role will vary, depending on the simulation, but generally includes facilitating the students' involvement in research, planning, and organization; advising on procedural and technical matters; providing feedback; and evaluating performance. Learning objectives, including both technical and nontechnical competencies, need to be clearly established and understood by the students; the time frame in which the work is to be completed should be understood. Specific student roles will vary with each simulation or role-playing activity, but, in general, the student will plan, organize, and execute the assignment as dictated by the simulation setting.

Resources

Instructors can create their own simulation or role-playing exercises to reflect activities in area marketing businesses and roles to be performed. Businesses in the community as well as trade and professional organizations are very willing to provide correspondence, forms, and suggestions for developing such educational materials.

Simulation activities are also available from commercial publishers and other educational institutions that have developed their own materials:

Boyer, Golda N. *Mean Jeans Manufacturing Co., A Business Community Simulation.* Cincinnati, OH: South-Western Publishing Co., 1983. Supplies Box; Instructor's Manual.

This modified flow-of-work, multistation business community simulation is designed to reinforce basic business concepts including understanding the economic role of business, managing money, using banking services, making wise credit decisions, investing money, shipping goods, selling and purchasing goods and services, and communicating orally and in writing.

The model business community is located in Pettisville, Ohio, and is made up of 16 different businesses. Mean Jeans Manufacturing Co. (a well-known manufacturer of fashionable denim apparel) is one of the 16 businesses and is the center of community operations. The other 15 businesses provide Mean Jeans with a variety of goods and services. All 15 businesses, as is typical of those found in communities throughout the country, interact by doing business with each other, with businesses outside the model business community, and with Mean Jeans.

The supplies box contains enough material to keep the business community operating for a minimum of 6 weeks and a maximum of 9 weeks. The simulation is ideally suited to accommodate as few as 11 or as many as 31 students.

No special equipment is required, though adding or calculating machines are helpful for several of the businesses. Each student in the simulation should have a business community reference manual, a business community operations manual, and a presimulation

activities and personal supplies booklet. The reference manual and operations manual are nonconsumable, which means they can be used again and again—making them more cost-effective for your school.

Dostal, June. *Berwyn Ice Cream Company: A Management Simulation*. Boston: Houghton Mifflin Co., 1982. Workbook; Instructor's Manual.

Berwyn Ice Cream Company is a 15- to 20-hour simulation in which students learn the functions of management and the steps in decision making by handling management tasks in 6 departments. Students assess data; identify alternatives; and develop, record, and submit recommendations. The simulation workbook contains instructions as well as removable working papers; it can also be used as a series of activities supplementing textbook instruction or as a stand-alone, self-instructional unit.

Free Enterprise: A Business Management Game. Chicago: Science Research Associates (SRA), n.d. Package includes User's Guide, Decision Recording Pad, Record Keeping Pad, and Diskette. Microcomputer required.

Players in this decision-making simulation delve into strategies for winning at business. Up to six players or teams can compete, and each acts as an executive of a company in direct competition with the others. A business scenario, established before competition begins, sets the economic, production, and marketing environment in which the game will be played. The number of decisions to be made varies at each of three difficulty levels; these include decisions in such areas as pricing, marketing, production, research and development, plant improvement, borrowing and repaying loans, and paying dividends to stockholders. Players need not all be at the same level. The measure of success can be stock price, overall profit, or some other agreed-upon criterion. The computer can compete with the human players, if desired. *Free Enterprise* is based on a simulation developed by the IBM Corporation and used in training its own personnel. The program requires an Apple II+ system with 48K RAM and disk drive (DOS 3.3) or an IBM Personal Computer with 64K RAM and disk drive with monochrome or color graphics. A printer is strongly recommended.

Furjanic, Sheila Whitney. *Profit and Loss: A Microcomputer Simulation*. New York: Gregg/McGraw-Hill Book Co., 1982. Instructor's Manual; Disk; Microcomputer required.

This short (five-session) microcomputer simulation uses a fictional company to stimulate student interest in business concepts while providing practice in problem solving and decision making. Students act as teams of experts advising a company that manufactures modeling clay on how to make the largest possible profit. Students learn about supply and demand, the effects of advertising, supply curves, the equilibrium point in pricing, and demand curves. Computer printouts of realistic income statements provide feedback. The program requires a TRS-80 (TRSDOS:1.3) or Apple II+ (DOS:3.3) microcomputer, 16K memory, disk drive, monitor or TV, and printer.

The Institute for Economic Awareness. *Jeans Factory*. Bartlesville, OK: Phillips Petroleum Co., n.d. Student Manual; Instructor's Manual; Microcomputer required.

Jeans Factory is a microcomputer simulation developed by the Institute for Economic Awareness, Center for Economic Education, University of Kansas. Students assume the role of the plant manager of a jeans factory for six, 1-month periods. In the role of plant

manager, the students attempt to utilize resources and make decisions so that stockholders, plant employees, and the company's customers are satisfied with the outcomes. At the end of each month, managers receive attitude rating points that indicate how well they are doing in satisfying each of those three groups. The simulation is animated and includes graphs that assist the students in understanding the results of their decisions. System requirements for the program are as follows: a 48K, DOS 3.3 with an Apple computer; a 32K, TRSDOS diskette with a TRS-80 computer; or a 64K, IBM DOS (1.1 or 2.00) diskette with an IBM PC computer.

Koeninger, Jimmy G.; Williams, Greg; Shirley, Sue; Elias, Karen; Harris, Mark. *Jasonville USA: The Leadership Simulation*. Oklahoma City, OK: The Leadership Development Institute, 1984. Ten modules; Leader's Guide; Filmstrips.

Jasonville USA, a comprehensive leadership development program, provides a variety of training tools for use in classroom, workshop, or conference settings. The simulation exposes students to many situations in advance of actual leadership assignments, and graduates of the program should approach leadership assignments with more confidence and with several leadership tools that allow them to perform more effectively. *Jasonville USA* is a comprehensive program that, when used in its entirety, would take 80-100 hours to present; this time can be shortened easily by selecting modules and situations that target a particular need or fit a required time period. The simulation contains 10 modules on such topics as: listening, group decision making, planning, people and team building, communications, and public relations. It uses filmstrips, role playing, oral and written communication techniques, and structured activities to implement each module. A leader's guide, participant materials, and audiovisual materials are included.

Lewis, Philip C. *Enterprise Sandwich Shops: A Market Simulation*. New York: Gregg/McGraw-Hill Book Co., 1983. Disk; Student Instructions Booklet; Instructor's Manual; Microcomputer required.

This is a small business simulation, requiring only 5 to 12 hours to complete and thus to stimulate learning of basic business and economic concepts. Students manage a sandwich shop for an 8-month period and make decisions regarding the marketing efforts and the operations of the business. Their decisions are fed into a computer that processes the data and provides a variety of financial and marketing information. Students analyze the results of their decisions from the printouts generated. The student instructions booklet for *Enterprise Sandwich Shops* gives students all the information they need to make decisions involving pricing, purchasing, promotion, and staffing for their team's sandwich shop; the manual also provides the forms required, sample printouts of monthly income statements, and a glossary. The program requires an Apple II microcomputer with Applesoft, Apple II+, or Apple IIe or a TRS-80 Model III microcomputer with 48K as well as an 80-column printer and a disk drive.

Maier, Norman R. F.; Solem, Allen R.; and Maier, Ayesha A. *The Role-Play Technique: A Handbook for Management and Leadership Practice*. San Diego: University Associates, n.d. Paperback.

A revision of the classic *Supervisory and Executive Development*, this handbook gives you Maier's role plays in up-to-date settings. The combination of two practical approaches to training—the casebook approach and multiple- or single-group role playing—provides an opportunity for skill practice as well as discussion of ideas and

issues. The 20 cases deal with a wide range of management problems, including personnel appraisal interviews, changes in work procedures, enforcement of regulations, employee complaints, fairness of job assignments, employee status and recognition, and discriminatory practices.

Nappi, Andrew T. *You're the Banker*. 3d ed. Minneapolis, MN: Federal Reserve Bank, 1980. Board Game.

This simulation game teaches the basics of our country's banking system through role playing and decision making. Students become community bankers who must decide on the soundness of a series of loan requests. The economy changes during the game, so the student "bankers" must learn how to make adjustments. The game is flexible, so it can be used as an introduction to the banking system or as a more advanced summary of monetary stabilization policy; it can also be adapted to a class's knowledge and interests and made more challenging. From 1 to 30 individuals may play. *You're the Banker* is also available from the Central Ohio Economic Education Center, The Ohio State University.

Rosenberg, R. Robert, and Sexton, Joseph. *Business Math on the Job, A Practice Set*. New York: Gregg/McGraw-Hill Book Co., n.d. Instructor's Manual and Key.

Centered around the activities of a retail furniture store, this practice set involves the student as a part-time employee. Discounts, markups, notes, depreciation, taxes, and various aspects of cash control are experienced by students as they are exposed to different departments such as shipping and receiving, purchasing, sales, and accounting. Necessary forms such as inventory records, purchase orders, invoices, sales records, and credit slips are provided.

Shaw, Malcom E.; Corsini, Raymond J.; Blake, Robert; and Mouton, Jane S. *Role Playing: A Practical Manual for Group Facilitators*. San Diego: University Associates, n.d. Paperback.

In this book, one will discover a resource that's practical and immediately applicable. Written by four highly experienced and widely recognized experts in the field of human resource development, *Role Playing* describes the role-play method: why and how it is useful and how it can be applied to resolve a variety of issues, including information dissemination, individual assessment, and training and development.

Spinnaker Software. *Trains*. (Developed by Spinnaker Software.) Morrisville, PA: Nationwide Computer Products, n.d. Microcomputer required.

A fine program for learning the principles of running a business. Students are the owners of a U.S. railway empire that services various industries located along the rail line. If they complete their deliveries on time, they will make enough money to pay their workers, purchase coal for their locomotive, and still show a profit. There are eight different levels of difficulty to challenge users of all ages. It teaches them to manage financial resources and to use different kinds of information in setting priorities and meeting deadlines. The system requires a disk drive and joystick and is available for an Apple II+, IIe, 48K; an Atari 400/800/XLS/48K disk; a Commodore 64 disk, 64K; or an IBM-PC.

Case-Study/Problem-solving Method

Definition and Purpose

In the case-study/problem-solving method of learning, students examine all the dimensions of a real or theoretical problem and project possible solutions to it based on the data. Case-study problems of *actual* experiences or business situations are probably the most effective learning strategy in the marketing education classroom—students seem to work harder on analyzing a *real* situation. This method is intended to develop problem-solving skills, assist students in recognizing that a single problem may have many potential solutions, and enable students to develop their analytical and decision-making capabilities. Additionally, case studies can be used to illustrate a point, to get an entire group thinking about a specific problem, or to encourage discussion.

Nontechnical Competencies Developed

Case-study problems provide an excellent means to work on group problem-solving skills. Since case studies are often used in a small group setting, skills such as working as a member of a team, showing empathy, and learning to resolve a problem can be practiced. Each student's problem-solving and decision-making skills will be developed to some extent, depending on the amount of involvement (large groups provide less chance for interaction). Oral communication skills can also be practiced with the case-study/problem-solving learning strategy, especially if oral group reports and class discussions of solutions are incorporated.

Application in Marketing Education Curriculum

Case-study problems vary quite a bit in content, subject area, group size, and time required. Therefore, the case-study learning strategy is readily adaptable in the marketing education classroom. Not only do case studies provide an excellent means to generate class discussion, but they can also be used to determine what students have learned from a particular unit. For example, a case in which students are given the facts about a small business experiencing sales problems could help the instructor discern if students understand the basics of advertising and promotion as they develop a solution. The applications of case-study problems are endless. Additionally, the development of proper problem-solving skills by using case studies is recognized by DECA, the youth organization for marketing education; it holds (sponsors) annual competitions to recognize those students with exceptional problem-solving skills.

Overall Procedures and Setting

Case studies can be used with individual students, small groups, or an entire marketing education class. Regardless of the group size, the problem-solving procedure remains the same: the problem should be isolated and clearly defined; an analysis is made of the factors that contribute to the problem; relevant information is compiled; alternative solutions are determined and examined; and finally, the best solution is proposed and evaluated for its effectiveness in solving the problem. The best alternative a group can come up with in a particular case that would be feasible and alleviate the problem would be a correct solution; case-study problems often have no exact right or wrong answer. Care should be taken to ensure that the setting provides for optimal student discussion and group interaction. Adequate time to complete the case study must be alloted so

that students can find the best solution; they need ample time to consider each of the alternatives. Since case-study problems vary in their length and complexity, actual time requirements will differ.

Instructor and Student Roles

The major instructor roles in implementing the case-study approach are to provide background information and explanations, clarify problems, maintain focus on important issues, provide guidance in decision making and problem solving, and help evaluate the solutions. Students will usually help develop the background of the problem, suggest possible solutions, decide on the appropriate alternative, and help evaluate the potential effectiveness of the proposed solution.

Resources

Specific resources that contain *only* case-study problems for the secondary level are not extremely plentiful. Although some exist, most case-study problems are found in the form of discussion questions at the end of chapters in textbooks or as special activities in marketing education workbooks. See the textbook-workbook section for appropriate references.

Following are some commercially available resources utilizing the case-study approach:

Beyer, Barry K. "Improving Thinking Skills—Defining the Problem." *Phi Delta Kappan* 65, no. 7 (March 1984): 486-90.

The author discusses five steps that educators can take to bring about improvement in students' learning of thinking skills.

Canei, Robert A. *Decision Making for Young Executives*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1979.

This manual, based on Ohio's Team Management Decision Making Competitive Activity, suggests several methods of decision making and provides cases as samples for problem solving.

Canei, Robert A. *Human Relations Cases*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, n.d.

Included in this manual are 55 cases for use with the entire class, small groups, or as individual projects. With each case is a competency from the IDECC system that might assist in the solution of the case. Also listed with each case are some "Points to Consider" to help the instructor get into thinking about all the possibilities involved.

Case Studies. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, n.d. File Folders; Instruction Booklets.

This collection of cases, including an instruction summary booklet, is a unique approach to analyzing marketing problems. Each case is on a separate sheet for ease in duplicating student answers. Following each case is a list of notes to the instructor on that case, and at the end of each file is a list of references for the cases. The following three sets are available:

- **"Apparel and Accessories Case Studies."** Included are 65 new case problems based on the competencies identified by the national DECA as competitive events for students in the apparel and accessories field. This book contains case studies for 10 curriculum areas including advertising, selling, display, communications, and merchandising. The teacher's page with each case identifies the competencies covered and the suggested solution; it also indicates where additional materials that are related to the case study can be found for further assistance using the IDECC system.

- **"Case Studies I."** Retail buying, employee relations, business letter writing, management decision making, and credit and collections are emphasized.

- **"Case Studies II."** Sales promotion, advertising, retail mathematics, personal selling, and miscellaneous areas are covered.

Food Service Case Studies. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1979.

These case studies provide a variety of food service situations. Questions for discussion and suggested solutions are supplied, and each case is referenced to the IDECC system.

Herr, Edwin L., ed. *Career Core Competencies*. New York: Gregg/McGraw-Hill Book Co., 1980. Text; Workbook; Instructor's Manual and Key; Filmstrip Library; Case-Study Cassette Library; Program Guide.

Focusing on the basic core competencies required for successful employment and career satisfaction, the *Career Core Competencies* program helps students develop "career maturity" skills—those nontechnical skills that relate to the understanding of themselves within educational, occupational, and social contexts. The program includes seven modules that are available separately or in sets; it is also available in one hardcover text entitled *Your Working Life: A Guide to Getting and Holding a Job*, which covers the most important coping skills and competencies presented in the modules. The program also lays the groundwork for identifying appropriate careers and for growing within a chosen career. Each of the following text-workbook modules is divided into sections that combine theory, case studies, practical information, and hands-on exercises and projects:

- "Schools and Careers"
- "Knowing Yourself"
- "Making Decisions Work"
- "Working in Human Relations"
- "Getting the Job"
- "Growing on the Job"

Two audiovisual options are available for the *Career Core Competencies* program. The "Sound Filmstrip Library" consists of seven full-color sound filmstrips, each serving as an introduction to seven career competencies and enhancing discussion. The Case-Study Cassette Library of 21 cassettes helps students internalize the concepts related to the career competencies; the cassettes present case studies in dialogue format with open-ended situations to give students the opportunity to respond, make decisions, and solve problems based on what they have just learned. A detailed program guide is available to help implement and manage the program.

Paul, Richard W. "Critical Thinking, Fundamental to Education for a Free Society." *Educational Leadership* 42, no. 1 (September 1984): 4-14.

This article outlines short- and long-term strategies to improve the teaching of problem-solving skills and is based on an analysis of current practices and on what we ultimately should strive to achieve.

Gaming Approach

Description and Purpose

Educational games are similar to entertainment contests in that they are often simulations of real-life situations; nevertheless, they are not always purely competitive contests in which a winner or loser emerges. Very similar to simulations, educational games encourage student participation and decision making; however, although all educational games are simulations, not all simulations are games. In a game, there normally are methods of scoring points until a winner is determined. In a simulation, a winner is not declared; instead, the focus is on analyzing how a system or organization functions.

Nontechnical Competencies Developed

Since games usually require more than one participant, students are required to interact with other students. Decision-making and problem-solving skills can be practiced; interpersonal skills such as working without supervision and being accountable for one's own actions can be developed. The game "players" need not be single persons, but may be a team, a simulated company, or a corporation. When teams are involved, the gaming approach offers a good strategy for developing group process skills, including working as a team member, explaining the logic underlying decisions, and coordinating one's own activities with those of others. Communication skills can be enhanced and reasoning skills can be practiced. As with the simulation or role-playing learning strategy, the gaming method has many different organizational structures. Depending on the purpose or subject matter of the game, organization and management skills may be emphasized, especially in those games that are designed for use in the marketing education classroom.

Application in Marketing Education Curriculum

Games are a practical method for increasing student interest in marketing education subjects as well as for providing a method for developing nontechnical competencies; they can also be a lot of fun. Most games only take one or two class periods to complete and can easily be added into the marketing education curriculum. Some game activities are not subject specific and lend themselves well to any unit of study. An effective time to use the gaming approach might be at the end of a unit—sort of a "breather" for the students—or an effort to increase group cohesiveness and teamwork when the instructor deems it necessary. Games add a little spice to the marketing education curriculum, and they can prove to be an invaluable strategy for teaching QWL competencies.

Overall Procedures and Setting

Although games may be purchased "as is," it may be necessary to modify existing ones or develop one's own. When developing a game, it is necessary to determine the objectives, specify the participants' roles and the interactions to be simulated, decide upon the rules and the format, and establish the evaluative criteria. As is the case with simulations, the setting should allow for maximum group interaction; time constraints should not put undue pressure on the participants.

Instructor and Student Roles

The greatest value of game activities is achieved when students assume positions of leadership. The instructor, who normally does not play a leadership role once the activity gets underway, may wish to assume the role of a regular player, guide, advisor, or arbitrator—if one is needed. Instructors can also be observers and record the important events for the purpose of debriefing and "postgame" group discussions.

Resources

Some of the most effective game activities are developed by the instructor right in the classroom; these can be situation specific and tailored to individual needs. Games are similar to simulations in many respects, and some of the resources listed in the simulation and role-playing section may prove more suitable for use in specific marketing education classroom situations. Commercial gaming activities are relatively limited, although some are listed next:

Bord, Ray; Davis, Larry N.; and Davis, Diane. *Winning Ways: A Management Performance Game*. San Diego: University Associates, n.d. Game Manual; Transparencies; Wall Chart.

Winning Ways is a simulated experience in three common management styles: authoritarian, laissez-faire, and participatory. Its 4-hour learning design is simple, requires few tools or resources, and works for any kind or size of organization. Groups of 14-18 participate—managers, supervisors, and support staff.

Free Enterprise: A Business Management Game. Chicago: Science Research Associates (SRA), n.d. Package includes User's Guide, Decision Recording Pad, Record Keeping Pad, and Diskette. Microcomputer required.

Players in this decision-making simulation delve into strategies for winning at business. Up to six players or teams can compete, and each acts as an executive of a company in direct competition with the others. A business scenario, established before competition begins, sets the economic, production, and marketing environment in which the game will be played. The number of decisions to be made varies at each of three difficulty levels; these include decisions in such areas as pricing, marketing, production, research and development, plant improvement, borrowing and repaying loans, and paying dividends to stockholders. Players need not all be at the same level. The measure of success can be stock price, overall profit, or some other agreed-upon criterion. The computer can compete with the human players, if desired. *Free Enterprise* is based on a simulation developed by the IBM Corporation and used in training its own personnel. The program requires an Apple II+ system with 48K RAM and disk drive (DOS 3.3) or an IBM Personal Computer with 64K RAM and disk drive with monochrome or color graphics. A printer is strongly recommended.

Gordon, Marilyn J. *To the Top—Economics Board Game*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1979. Game Board and Materials.

The first student to become the chairperson of the board wins this board game on economics. Students advance around the board by answering questions from a question list; alternate question and answer sheets can be generated by the instructor, thereby allowing the game to be easily adapted to any subject area. Game includes: game board,

dice, markers, chance cards, limbo cards, refusal tokens, sample questions, and an answer sheet.

Koeninger, Jimmy. *Human Relations Games*. Rev. ed. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1984. Manual; Four Games.

This group of four games teaches the principles of cooperation, goal setting, group consensus, and communication in a way that students will understand and enjoy. The directions for using the games and necessary materials are included.

Koeninger, Jimmy. *The Merchandising Game*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1974. Manual.

This game is a simulation of a retail store operation that teaches the interrelationships between pricing, product demand, cost of goods, inventory, and operating expenses. Each team makes decisions and then figures its monthly profit or loss based on merchandising decisions. The manual includes master forms for the game and instruction and samples for teaching the game procedures.

Krummacher, G. *The Economy Game*. Culver City, CA: Social Studies School Service, n.d. Board Game.

This is a simulation board game of economic decision making designed to demonstrate how our economy works. Players invest in businesses, savings accounts, and stocks; produce and purchase goods at prices regulated by supply and demand; earn college degrees and training credentials for economic advancement; and contend with government regulation. High risk choices, such as investing in stock or starting a business, exhibit greater potential for financial reward than such "safe" choices as living off salaries and interest from savings accounts. Including instructions, playing board, six sets of cards, play money, one die, goods and credit chips, and place markers. This two- to seven-player game with a flexible time frame is geared toward students in grades two through seven.

O'Brien, Terry. *Corporate Decisions: An Interaction Game*. Columbus: Vocational Instructional Materials Laboratory, The Ohio State University, 1978.

This interaction game for use in the classroom is designed to increase understanding of the corporate decision-making process.

Nappi, Andrew T. *You're the Banker*. 3d ed. Minneapolis, MN: Federal Reserve Bank, 1980. Board Game.

This simulation game teaches the basics of our country's banking system through role playing and decision making. Students become community bankers who must decide on the soundness of a series of loan requests. The economy changes during the game, so the student "bankers" must learn how to make adjustments. The game is flexible, so it can be used as an introduction to the banking system or as a more advanced summary of monetary stabilization policy; it can also be adapted to a class's knowledge and interests and made more challenging. From 1 to 30 individuals may play. *You're the Banker* is also available from the Central Ohio Economic Education Center, The Ohio State University.

Project Method

Description and Purpose

This method is a commonly used instructional strategy in which the concepts of an area of study are applied to complete a project. Its purpose is to add a little reality to the subject matter and reinforce the learning that has taken place. A number of variations are possible: individual, small-group, large-group, and class or total school projects. Within the marketing education framework, projects can also be educationally oriented or service oriented; service-oriented projects are covered under the discussion of DECA.

Nontechnical Competencies Developed

It is feasible to devise projects that would enhance the development of every QWL competency—the project method has so many variations possible. Although all of the variations, from the individual project to the school project, have the ability to develop organization and management competencies, the projects designed for more than one student will best develop the group problem-solving areas. Students will have to work together, cooperate, communicate, and make decisions if the project objectives are to be achieved.

Application in Marketing Education Curriculum

The project method is often used in marketing education since it lends itself to the curriculum so well. Short, small-group projects can be used with many units of study, and students generally seem to enjoy working in groups. Many senior marketing education programs currently assign a "going-into-business" project near the end of the year to pull together everything the student has learned previously. Educational projects tend to last anywhere from a few days to several weeks and give marketing education students an opportunity to apply what they've learned, to practice nontechnical QWL competencies, and to "dig a little deeper" into a subject area.

Overall Procedures and Setting

Projects can take on many forms and purposes; they may be as simple as a group project to research different economic systems or as complex as conducting a marketing research study for area merchants. Regardless of their form or purpose, all projects have a few steps that should be followed; instructors must determine the goals and objectives of the project, use appropriate methods to carry out the project, present the results, either orally or in writing, and evaluate the project.

Instructor and Student Roles

Basically, the instructor is engaged in the following roles: interpreter of the nature of the project method, facilitator and coordinator, encourager, and evaluator. Student roles may vary, depending on the size of the group involved. In large groups, students may be divided into committees, each with their own goals; a common technique to divide up the project work load of smaller groups is to assign individual students their own responsibility or charge.

Resources

Most educational projects are either developed by the instructor to fit situational requirements or found at the end of chapters in texts and workbooks. This is *not* to say that the project method is unimportant; it is simply that project specifications often require that the student know some basic information, and putting project activities at the end of a textbook chapter or the end of a workbook places it at an appropriate time for its insertion in the curriculum. See the textbook-workbook section for a selection of resources.

Business Enterprise Approach

Description and Purpose

The business enterprise approach to developing nontechnical QWL competencies involves actual "hands-on" learning experiences. This method, in its true form, assumes the dimensions of a business enterprise by forming a company, selling stock, developing a management organization, selecting and designing a product, surveying the market, producing, packaging, marketing, redeeming stock, and dissolving the company. Its greatest value is that the method relates to real situations found in society. Many opportunities exist to develop leadership, responsibility, social interaction, cooperation, communication, and problem-solving skills.

Nontechnical Competencies Developed

Every stage of the company's development and operation serves to teach problem-solving skills and provides training in organization and management areas. Even in the scaled-down classroom version of a business enterprise, students will encounter many of the problems and resulting conflicts of its real-world counterpart—a perfect setting for practicing the QWL skills.

While setting up the company and selecting a management structure and product to sell, the students will practice decision-making skills; throughout the company's existence students will use problem-solving skills and learn to work as a member of a team. The students will experience different kinds of supervision, learn to work effectively under pressure, and learn to plan, carry out, and complete activities. In a "learn-by-doing" method, students will gain a better understanding of business economics, business operations, and management functions. They will learn firsthand about supply and demand, productivity, and economics, and they can personally experience how a business operates and how quality control is so vital to profitable operations.

The business enterprise approach offers extensive opportunities for developing the nontechnical skills related to the QWL participative management style.

Application in Marketing Education Curriculum

Since marketing education is designed for students who are interested in business and management careers, the business enterprise approach to developing QWL competencies provides a very realistic and usable learning strategy. Although some programs may not have the time or the facilities to produce a product, most programs can benefit from this approach in some form or other. For instance, products made in related vocational education programs can be merchandised by marketing education students. Many marketing education programs currently use an adaptation of the business enterprise approach, and that is the retail lab or school store, which also provides an excellent opportunity for developing QWL skills. Some marketing education instructors may feel overwhelmed by the thought of attempting to organize a business enterprise within the classroom; the key is to start small and develop at a manageable pace. Other instructors and available resources can provide needed help. The learning outcomes are well worth the effort it takes!

Overall Procedure and Setting

The business enterprise approach can be varied to meet individual objectives and requirements. The following initial concerns should be considered: the instructor's capability, the stu-

dents' background and experience, the school's philosophy and regulations, and the classroom's physical adaptability. Notedly, the more closely a real-life company setting can be simulated, the more effective this approach will be.

Instructor and Student Roles

The instructor's role includes introducing this form of instruction and determining the students' readiness. To accomplish this, instructors may present films on the approach, conduct field trips to visit businesses that have the essential components that need to be understood, invite guests from business and industry, and share samples of products produced by using this approach elsewhere. This learning strategy involves a great deal of student control, leadership, and responsibility.

Resources

Several companies have developed resources that can be helpful in implementing the business enterprise approach. Contacting organizations such as Junior Achievement can also be beneficial. Resources aimed at developing retail labs or school stores are grouped at the end of the following list:

American Enterprise Series. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1976. Instructor's Guide and Student's Manual for each unit; Transparencies for "Financial Management." Available as a complete series or in individual units.

This series is self-contained and complete, and it can be used as a third-year high school or community college curriculum. Competency-based units cover the information needed to own, operate, or manage a business enterprise. It can be used as a series or as individual units. The following six units comprise the series:

- "Financial Management"
- "The Management Function"
- "The Marketing Function"
- "Merchandising and Buying"
- "The Promotion Function"
- "The Selling Function"

Ashmore, M. Catherine, and Pritz, Sandra G., comp. *PACE Revised: Program for Acquiring Competence in Entrepreneurship*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983. Three Levels with 18 Modules; Instructor's Guide; Resource Guide.

PACE is a set of competency-based materials for teaching the principles of small business operation and can be used in classrooms or by individuals. Materials are designed for different levels of students: the first for young people just learning about entrepreneurship, the second for more advanced high school students or young adults, and the third for adults planning to run businesses. Each level is divided into 18 modules covering such subjects as understanding the nature of the small business, obtaining technical assistance, planning marketing strategy, locating the business, financing the business,

managing sales, and more. Included in each package are the instructors' guides and a resource guide.

This resource was included because most marketing education programs include a unit on entrepreneurship or starting a business. *PACE* seems to be a unique way to teach entrepreneurship and offers a wide variety of learning activities with each module, many of which can help develop nontechnical competencies.

Building Your Own Business. PLATO Computer-Based Education. Columbus, OH: The Small Business Administration, n.d. Computer required.

In this computer-based course, students examine essential factors involved in setting up and running a business. The course is divided into modules that take 2 to 4 hours each to complete. The following modules are offered through the SBA:

- "Locating Your Business"
- "Records Systems"
- "The Balance Sheet and the Profit and Loss Statement"
- "Purchasing"
- "Marketing"
- "Cash Flow"
- "Contract Bidding"
- "Taxes and Depreciation"
- "Insurance"
- "Production, Inventory Management, and Quality Control"

Ely, Vivien K., and Barnes, Michael T. *Starting Your Own Marketing Business*. 2d ed. New York: McGraw-Hill Book Company, 1978. Text-Workbook, Instructor's Manual and Key.

The potential business owner is guided through several weeks of concentrated sequential projects that show how to consider every aspect of planning and opening a small business. Even if the proposed business venture proves to be inadvisable, students will have acquired management-planning competencies, engaged in valuable conferences with local marketing and business specialists, discussed their experiences with other students, and developed a deeper comprehension of private enterprise.

Hutt, Roger W. *Creating a New Enterprise*. Cincinnati, OH: South-Western Publishing Co., 1982. Text-Workbook; Instructor's Manual.

This softcover text-workbook, requiring 25-30 class hours for completion, enables students in a wide variety of classes to study and understand entrepreneurship. *Creating a New Enterprise* is designed to (1) introduce the concept of entrepreneurship, (2) present entrepreneurship as a career path, and (3) provide a realistic framework for starting a business.

Hutt, Roger W. *Discovering Entrepreneurship—Filmstrips and Cassettes*. Cincinnati, OH: South-Western Publishing Co., 1982. Four Filmstrips and Cassettes; Instructor's Manual.

The information presented in this set of four filmstrips and accompanying cassettes can be used to enhance the study of *Creating a New Enterprise* or it can be given as a separate audiovisual presentation. The material explains the world of the entrepreneur, roads to entrepreneurship, legal forms of business enterprise, and procedures for planning a new enterprise.

Kuebbeler, Gary. *Going into Business for Yourself*. Columbus: Vocational Instruction Materials Laboratory, The Ohio State University, 1975. Manual and Project.

A project and teaching unit combination that is designed for a long-term assignment for senior marketing education students to develop a plan for a business of their own, this teaching unit covers 39 different topics with transparency originals, games, and activities accompanying each. The project is separate from the outline and asks specific questions that students must answer in organizing their own business plan.

Operating Your Own Business: Instructor Guide. Columbia, MO: Instructional Materials Lab, Missouri University, 1980. (ERIC Document Reproduction Service No. ED 195 806)

This secondary marketing education performance-based instructional unit on operating your own business contains 19 lesson plans, each based on a 55-minute period. Among the topics covered are the following: (1) the various types of business establishments in the community, (2) small-scale establishments and various small-scale businesses, (3) the various types of large-scale establishments and the ways they differ from the small-scale businesses, (4) the steps to use in deciding upon a location for a business, (5) the equipment and merchandise needed for a new business, and (6) the financial requirements needed in the new business. Each lesson plan includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a preassessment instrument and key precede the lesson plans. Optional activities, a bibliography, a postassessment instrument and key, and unit evaluation are included at the end of the unit.

SBA and SCORE/ACE

(See the section on additional resources—SBA publications)

A School Store-Classroom Laboratory Guide for Marketing and Distributive Education. Albany, NY: Bureau of Distributive Education, New York State Education Department, 1980. Manual. (ERIC Document Reproduction Service No. ED 195 801)

This manual is designed to assist teachers in operating a school store as a classroom-laboratory for teaching marketing in the high school marketing education curriculum. The first part of the guide provides a rationale for competency-based instruction, introduces the cluster concept of organizing jobs in marketing education, gives suggestions on planning for specialized facilities for each job cluster, explains the project method for using the marketing education laboratory, and explores design of the classroom-laboratory facilities. The manual then describes the retailing laboratory (school store operation), providing a rationale and objectives, describing facilities and equipment, and discussing administrative consideration and instructional organization. Other sections cover using the laboratory as a project center and computers in the school store laboratory. Appendixes include facility layouts and space allocation sheets, school store accounts and inventory forms, a training plan for salespersons, and a job rating sheet. A list of resources is also included.

Audiovisual Approach

Definition and Purpose

Audiovisual instruction materials involve both the hearing and sight of the student and are effective tools to generate interest in a subject, to illustrate experiences or situations that are difficult to create in the classroom, and to help provide information about a topic. Audiovisuals come in all shapes and sizes, but the most common ones used in marketing education classrooms are probably movies, filmstrips, slide presentations, videotapes, and transparencies. Audiovisual materials often help supplement a unit or subject area and are readily infusible into any curriculum.

Nontechnical Competencies Developed

Many audiovisual materials were not designed to stand on their own merits alone; they may have been designed to supplement some other type of instructional materials, such as a textbook or workbook; or they may rely on group discussion or additional activities to achieve their intended purpose. However, since this strategy requires the hearing and sight of the student to be effective, the use of audiovisuals will develop listening skills. Some audiovisual aids, especially the movies and filmstrips, are written in such a fashion as to encourage reasoning and logical thinking and may help students develop their own opinions about a topic.

Application in Marketing Education Curriculum

Audiovisual materials are important learning tools that can be infused into almost every subject area in the marketing education curriculum. Not only do audiovisuals help develop listening skills, they also make the subject matter more interesting by providing more variety to classroom experiences.

Overall Procedures and Setting

Audiovisuals require the use of some sort of equipment, and most work best in dimmed light. The time factor is more rigid for this strategy because most audiovisual materials, such as movies and filmstrips, are most effective when shown in their entirety in one sitting, with time allowed for discussion.

Instructor and Student Roles

The instructor should preview the materials before showing them to the class. The major instructor roles when using audiovisuals are to operate the equipment and conduct appropriate follow-up activities. Students generally practice their listening and, perhaps, note-taking skills until the conclusion of the audiovisual presentation.

Resources

The following is a selection of some of the commercial audiovisual materials available which relate to nontechnical skill areas; the first three resources are available from most of the larger

public and university libraries and will help to locate films and video programs:

Herr, Edwin, L., ed. *Career Core Competencies*. (Filmstrips and cassettes)

(See textbook-workbook approach section, group problem-solving resources: general competencies)

"Career Opportunities: The Choice Is Yours—Marketing and Distribution." Mount Kilso, NY: Guidance Associates, Inc. Two Filmstrips; Two Cassettes; Library Kit; Teacher's Guide.

Many students have little idea what the field of marketing education entails. This program introduces them to a wide range of job categories and to the many opportunities open to young people. Interviews explore possibilities for on-the-job training and advancement. The program explores the diversity of careers involved in the creation and transportation of new products. It outlines future opportunities and discusses the talents, skills, and educational background these jobs will require. Students hear career descriptions from a clothing designer, a furniture sales representative, a product design coordinator, a trucking supervisor, and an advertising executive.

The Center for Humanities. "Career English: Communicating on the Job." Mount Kilso, NY: Guidance Associates, n.d. Four Filmstrips; Four Cassettes; Library Kit; Teacher's Guide.

Using a series of at-work scenarios, this program developed by the Center for Humanities provides clear, direct, and pragmatic instruction in basic business communication. Learning is reinforced by interesting and practical exercises that enable students to complete in-class assignments directly related to the vignettes they have seen. Various types of letter writing are discussed, including those dealing with job applications, requests for information, direct sales, collections, and adjustment. The program discusses progress reports, proposals designed to persuade, and short cover memos that highlight parts of longer reports.

"Decision-Making Skills." Mount Kilso, NY: Guidance Associates, n.d. Three Filmstrips; Three Cassettes; Library Kit; Teacher's Guide.

This program helps students understand how values relate to decision making. They learn to find relevant information and to choose the best of the available alternatives. Students first learn the three steps of decision making: determining their personal values, gathering information, and planning a strategy. A dramatized vignette focuses on a young woman as she attempts to decide what she wants. The woman decides which questions to ask and begins to distinguish between decision making and problem solving. The next segment deals with her efforts to gather information about choices, to list alternatives, to do appropriate research, and to seek advice. Students are shown how to weigh risks and probabilities and explore the strengths and weaknesses of four major strategies for making decisions.

Doin' Business: The American Enterprise Economy. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1980. User's Guide, 80 Slides, and 20-Minute Audiotape.

This minicourse, which introduces the historical and comparative basis of our free market economy, stresses the principles that shape U.S. enterprise.

Educational Film Locator of the Consortium of University Film Centers. 2d ed. New York: R. R. Bowker Co., 1980.

The Educational Film Locator is a listing of titles held by member libraries of the Consortium of University Film Centers, and a compilation and standardization of their 50 separate catalogs, representing about 220,000 film holdings with their geographic locations. The *Locator* is presented as a selective compilation of approximately 40,000 film titles that have been selected by 50 university film library staffs in response to demands from hundreds of thousands of educators from over 75,000 organizational users. This book allows the user three primary approaches to access information—by subject, title, and series. In order to facilitate the search process, the *Locator* provides six sections: major subject grouping; subject heading and cross index to subjects; subject, title, and audience level index; alphabetical list of film descriptions; series index; and foreign title index. Additionally, a number of special features, such as holdings statements, standard identification numbers for each title, and a producer-distributor directory, are included.

The Film File. 3d ed. Minneapolis: Media Referral Service, 1983-84.

This book is the only film and video resource guide that's completely updated annually. Audiovisuals listed in the file are from distributors' catalogs, supplements, and new release announcements; and it claims to be the most current and comprehensive film and video selection guide available. The third edition lists over 10,000 current film and video titles available from 110 U.S. and Canadian distributors. Titles are indexed by subject area and by title.

"Free to Choose." College Station: The Center for Education and Research in Free Enterprise, Texas A & M University, 1980. Ten Hour-Long Films.

"Free to Choose" is a series of 10 hour-long programs in which Milton Friedman, the 1976 Nobel Laureate in economics, clarifies the most serious issues facing the United States today. Each program begins with a half-hour documentary film, shot on locations throughout the world. The filmed documentaries then serve as the basis for discussions between Dr. Friedman and articulate exponents of different and usually opposing points of view. The films are designed for students who are familiar with economic concepts. Most of the "Free to Choose" films are available on loan from the Central Ohio Economic Education Center, The Ohio State University. Topics of the documentary films follow:

- "The Power of the Market" (an explanation of how free markets work)
- "The Tyranny of Control" (a discussion of domestic vs. foreign-made products)
- "Anatomy of Crisis" (an analysis of the true cause of the Depression)
- "From Cradle to Grave" (a description of the welfare system)
- "Created Equal" (a discussion of equality)
- "What's Wrong with Our Schools?" (a discussion of the need for more parent involvement and a voucher system)
- "Who Protects the Consumer?" (a film dealing with free markets and their value)

- "Who Protects the Worker?" (an analysis of the disadvantages of closed shops)
- "How to Cure Inflation" (an examination of the causes of inflation)
- "How to Stay Free" (a film suggesting that more government control is not necessarily better)

"Give & Take." Bloomington, IN: Agency for Instructional Television, 1982. Twelve 15-Minute Television Film Programs.

"Give & Take" is designed to improve personal economics instruction in the schools. The twelve 15-minute programs, used in conjunction with follow-up activities, will help students improve their economic reasoning and decision-making skills. Topics include such areas as scarcity and decision making, opportunity cost, derived demand, public goods and services, supply and demand, and competition. The "Give & Take" series enables teachers of many disciplines to incorporate the program within the existing curricula. Each program is designed to stand alone and may be used in any order. Suggested activities and discussion questions can be easily adapted to a variety of learning situations. Although designed for the 8th, 9th, and 10th grades, students in other grade levels can benefit from the series. The "Give & Take" series is also available on loan from the Central Ohio Economic Education Center, The Ohio State University.

Gwyn, Betty; Gwyn, Jack K.; Sander, Betty R. *The Business of Oral Communication—20 Audio Cassettes*. Cincinnati, OH: South-Western Publishing Co., 1980. Twenty Cassettes; Workbooks.

This instructional material is designed to equip students with the basic oral communication competencies necesssary for success in their business and personal lives. The package consists of a series of audiocassettes in three modules. A study guide-workbook is available for each module. Each module is self-contained and can stand alone as a unit of study.

- *Module 1: Fundamentals*. Module 1 places emphasis on the important basics of oral communication—proper use of voice, mastery of conversational skills, and listening.
- *Module 2: Person to Person*. In this module, purposeful oral communication between two people in a variety of work situations is emphasized. Instruction focuses on communication by telephone and person-to-person communication in interview situations.
- *Module 3: Selling, Speaking, Meeting*. This module develops the art of oral communication in three specific areas: selling; making formal presentations; and participating in, and leading the small group business meeting.

Hannaford, Alonzo, consultant. "Job Responsibilities." Mount Kilso, NY: Guidance Associates, n.d. Two Filmstrips; One Cassette: Library Kit; Teacher's Guide.

This program developed by Interpretive Education shows students what it means to be a good employee. The program emphasis is on key skills: the importance of following instructions, cooperating with other workers, and developing good work habits. The

employer's responsibilities are also covered: providing a clear job description, explaining how the job has to be done, and outlining the expected level of performance.

Hutt, Roger W. *Discovering Entrepreneurship—Filmstrips and Cassettes*. Cincinnati, OH: South-Western Publishing Co., 1982. Four Filmstrips and Cassettes; Instructor's Manual.

The information presented in this set of four filmstrips and accompanying cassettes can be used to enhance the study of *Creating a New Enterprise* or it can be given as a separate audiovisual presentation. The material explains the world of the entrepreneur, roads to entrepreneurship, legal forms of business enterprise, and procedures for planning a new enterprise.

The Indiana Council for Economic Education. "The People on Market Street," edited by Michael Watts. West Lafayette, IN: Purdue Research Foundation, 1983. Seven Films.

"The People on Market Street" film series and accompanying student activities workbook are designed for instructors who do not have extensive training in economics. The films can be used in any order; and many of the activities from the workbook can also be used with other films and audiovisual packages, or even independently. This series is available on loan from the Central Ohio Economic Education Center, The Ohio State University. Titles of the films follow:

- "Film # 1 - Scarcity and Planning"
- "Film # 2 - Cost"
- "Film # 3 - Demand"
- "Film # 4 - Supply"
- "Film # 5 - Market Clearing Price"
- "Film # 6 - Wages and Production"
- "Film # 7 - Property Rights and Pollution"

Principles of Management. Austin: Extension Instruction and Materials Center, The University of Texas at Austin, 1983. Complete Series or Individual Color Videotapes.

This set of 15 color videotapes covers core competencies in the management domain. Each tape is available in any format (3/4" VHS, or Beta) and includes self-study packets for individual and group instruction. Designed for postsecondary, some of the 20- to 30-minute tapes could also be used in marketing education.

- Tape 1: "The Job of Management"
- Tape 2: "Approaches to Management Thought"
- Tape 3: "The Manager's Environment"
- Tape 4: "Managerial Decision Making"
- Tape 5: "Planning: The Primary Function"
- Tape 6: "Planning: The Process"
- Tape 7: "Organizing: The Structuring Function"
- Tape 8: "The Informal Organization"

- Tape 9: "Staffing: Matching People to Jobs"
- Tape 10: "Staffing: Developing the Employee"
- Tape 11: "Leadership: Working with People"
- Tape 12: "Motivation: Why Employees Work"
- Tape 13: "Communication: The Thread of Unity"
- Tape 14: "Change and Conflict"
- Tape 15: "Controlling: The Thermostat"

The Video Source Book. 5th ed. Syosset, NY: The National Clearinghouse, n.d.

The Video Source Book features more than 35,000 programs currently available on video from more than 700 sources. The book is divided into five major sections: (1) videodisc index, (2) program listings, (3) main category index, (4) subject category index, and (5) video program sources index. Acquisition availability for each program is explained; options range from rent or purchase to loan or even duplication of the program.

Walch, J. Weston. *Fundamentals of Economics*. Culver City, CA: Social Studies School Service, 1980. Fifty Visual Masters; Guide.

Using simple language and cartoon illustrations, these visual masters for overhead projection or student handouts introduce 50 basic fundamentals and principles of economics. Included are instructor suggestions.

Wyllie, Eugene D., and Warmke, Roman F. *Free Enterprise in the United States*. Cincinnati, OH: South-Western Publishing Co., 1980. Text; Student Supplement; 3 Filmstrips and Cassettes; Instructor's Manual.

This textbook describes the free enterprise system in the United States and its impact on the American way of life in a practical way. The primary focus is on the unique quality of the free enterprise system and how the individual operates within the system as a worker-producer, a consumer, and a citizen-voter. Practical activities are included at the end of each chapter, and enough material is provided for one semester of instruction. A student supplement offers a variety of personal applications, and three filmstrips with accompanying cassettes present vital concepts covered in the text.

PART 3

RESOURCE ORGANIZATIONS AND ADDRESSES

ADDITIONAL RESOURCES

Business and Industry Contacts

QWL education has been going on in business and industry for many years, with many companies making a conscious effort to facilitate the development of nontechnical QWL skills at all levels of the organization. Some of the larger companies have developed their own "in-house" resources to teach the QWL skills and aid in group problem-solving techniques, whereas others rely on consultants and outside materials. Resources developed and used by business and industry professionals could prove useful to the general public and vocational education in particular; contacting the larger businesses in your area with regard to obtaining QWL instructional materials and professional guidance could prove very worthwhile. A sampling of some of the unions and companies that are currently involved in the QWL process follows:

COMPANIES

- American Telephone and Telegraph (ATT)
- Bendix
- General Motors
- Chrysler
- Dana
- Rockwell International
- Ohio Bell

UNIONS

- Communications Workers of America
- International Associations of Machinists and Aerospace Workers
- United Auto Workers
- United Steelworkers of America
- International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America
- United Food and Commercial Workers International Union

Several large organizations, supported entirely or primarily by business and industry, have done major work in the area of economic education. A number of these organizations and their programs are discussed next:

The Advertising Council, 825 Third Avenue, New York, NY 10022

The Advertising Council developed a booklet entitled "The American Economic System . . . and Your Part in It," which is free. They have now a new campaign, based on the question: "How High is Your E.Q.?" The Advertising Council's program to promote economic education in the United States is the most extensive and probably the most expensive in U.S. history.

American Economic Foundation, 51 East 42nd Street, New York, NY 10017

Materials offered by the American Economic Foundation include advertisements, booklets, and pamphlets on the free enterprise system, profit, taxation, and inflation. Materials are directed toward employees, school audiences, and the general public.

The Business Roundtable, 405 Lexington Avenue, New York, NY 10017

Subjects covered in advertisements by The Business Roundtable include the free enterprise system, profits, capital investment, inflation, taxation, and productivity. These advertisements are directed toward the general public, but have been used for employee and school audiences.

Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, DC 20062

The national chamber provides communications tools and techniques for use in programs sponsored largely by local and State chambers. These materials are also generally available for a fee to members and students, business and civic groups.

The Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036

This organization aims to improve and expand the teaching of economics in schools and to improve the quality of economic teaching. Part of the unique character of the Joint Council is the affiliate state joint councils; within each state joint council are one or more centers for economic education. Various instructional materials are available.

National Association of Manufacturers, 1776 F Street, N.W., Washington, DC 20062

The National Association of Manufacturers is currently involved in economic education programs through a tax-exempt organization called The Foundation for Economic Freedom.

University Associates, Publishers and Consultants, 8517 Production Avenue, San Diego, CA 92121

One of the resource bases that business and industry uses a great deal is University Associates. This organization publishes a lot of quality of work life reference materials. Four of their publications that are germane to QWL activities are as follows:

- *Process Politics: A Guide for Group Leaders*
- *A Trainer's Manual for Process Politics*

- *Quality Circles: A Strategic Approach*
- *Making Meetings Work: A Guide for Leaders and Group Members*

Small Business Administration (SBA) Publications

The SBA has many publications that relate to organization and management competencies, especially in the areas of business economics, business operations, and management. The following publications are available from Small Business Administration, P.O. Box 15434, Ft. Worth, TX 76119.

- MA 2.010 "Planning and Goal Setting for Small Business"
- MA 2.012 "Setting Up a Quality Control System"
- MA 3.001 "Delegating Work and Responsibility"
- 115-A "Free Management Assistance Publications"
- 115-B "For Sale Management Assistance Publications"

The publications listed next also focus on small businesses, but deal with the human side of management. These publications are available from the Superintendent of Documents, Government Printing Office, Washington, DC 20402.

- No. 3 "Human Relations in Small Business," # 045-000-00036-2
- No. 10 "Human Factors in Small Business," # 045-000-00079-6
- No. 1022 "Training and Developing Employees," # 045-000-00191-1
- No. 1023 "Employee Relations and Personnel Policies," # 045-000-00196-2

The SBA sponsors a counseling service for small businesses called SCORE/ACE (Service Corps of Retired Executives/Active Corps of Executives). SCORE/ACE offers free business management counseling by experienced business persons; they also sponsor a workshop called "Starting Right" for new business owners covering business planning, legal organization, business records, market opportunity, business insurance, financial planning, sources of capital, taxes and licenses, and more.

Professional and Trade Associations

Professional and trade associations usually offer a variety of services to members and to others in their specific area of interest. They publish a wealth of information on sales, operating expenses, profits, and financial performance by geographical area. Many associations compile sales data and comparative types of statistics for businesses within a specific industry; this provides an excellent source of financial ratios for comparison and class discussion to aid students in understanding the QWL competencies in the organization and management sections.

There are many associations representing various industries. They can be identified by using the following publication or organizations:

- American Society of Association Executives, 1575 I Street, N.W., Washington, DC 20005
- *National Trade and Professional Associations of the United States*, Columbia Books, 777 14th Street, N.W., Washington, DC 20005
- Trade Association Division, Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, DC 20062

Here are some professional associations that are of particular interest to marketing educators. Each association can provide information on membership and availability of publications. Contact them for further details.

- American Economic Development Council, 1207 Grand Avenue, Suite 845, Kansas City, MO 64108
- American Marketing Association, Suite 200, 250 South Wacker Drive, Chicago, IL 60606
- The Association of Management Consulting Firms (ACME), Inc., 230 Park Avenue, New York, NY 10169
- Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington, DC 20062
- Federal Trade Commission, Washington, DC 20580
- Marketing and Distributive Education Association, 1908 Association Drive, Reston, VA 22091
- National Association of State Development Agencies, Hall of States, Suite 116, 444 North Capitol Street, N.W., Washington, DC 20001
- National Business Education Association, 1914 Association Drive, Reston, VA 22091
- National Retail Merchants' Association, 100 West 31st Street, New York, NY 10001
- Sales and Marketing Executives, International, 380 Lexington Avenue, New York, NY 10168

IDECC (The Interstate Distributive Education Curriculum Consortium)

IDECC is a nonprofit research and development center for curriculum and instructional materials for marketing education programs. The foundation of the IDECC system consists of approximately 500 learning activity packages (LAPs), addressed to the development of well over 1,000 competencies. Each LAP includes pretests and posttests, a variety of individual and group learning activities, as well as related information sheets, handouts, and reinforcement activities. The system provides curricular and instructional materials relevant to well over 100 specific occupations and clusters of occupations.

The basic IDECC system is divided into 11 curriculum sections: advertising, communications, display, economics and marketing, human relations, management, mathematics, merchandising, operations, product and service technology, and selling. After identifying a student's career objective, the marketing education instructor can obtain a computerized listing from IDECC of the necessary competencies and corresponding LAPs from the above curriculum sections that apply to that specific career choice; instruction can then be individualized to fit each student.

IDECC has also developed many other types of instructional materials such as special visuals, games, and computer software, which can be used to supplement the basic IDECC system of LAPs. Additionally, vocational instructors in IDECC member States are eligible for a 40 percent discount on the instructional materials.

Miscellaneous Resources

Technical Schools and Universities

The larger postsecondary institutions may be worth contacting to receive instructional materials and ideas for teaching the QWL nontechnical competencies. For example, the labor education department at The Ohio State University publishes some resource materials to aid in QWL skill training and can also act in a consultant capacity.

Independent Institutions

Besides schools, publishing companies, and government-sponsored organizations, another resource for QWL materials is independent institutions that are concerned with promoting the QWL movement. Three nongovernmental institutions specifically concerned with QWL programs are as follows:

- The American Center for Quality of Work Life, 1411 K Street, N.W., Washington, DC 20005
- The Center for Quality of Working Life, Industrial Relations Department, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90024
- The Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583

Each of these institutions focuses on providing technical assistance and understanding of QWL activities directly to corporations, as well as disseminating information relating to the QWL movement.

ADDRESSES FOR RESOURCES LISTED

Addison-Wesley Publishing Co.
2725 Sand Hill Road
Menlo Park, CA 94025

Agency for Instructional Television
Box A
Bloomington, IN 47402

Career Aids, Inc.
8950 Lurline Avenue, Dept. TE 456
Chatsworth, CA 91311

Central Ohio Economic Education Center
The Ohio State University
29 West Woodruff Avenue
Room 315 Ramseyer Hall
Columbus, OH 43210

Curriculum and Instructional Materials Center
State Department of Vocational
and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074

DECA Related Materials
1908 Association Drive
Reston, VA 22091

DECA Supply Service
11722 Parklawn Drive
Rockville, MD 20852

Delmar Publishers, Inc.
2 Computer Drive, West
Box 15-015
Albany, NY 12212

The ERIC Clearinghouse on Adult, Career,
and Vocational Education
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090

Gregg/McGraw-Hill Book Company
1221 Avenue of the Americas
19th Floor
New York, NY 10021

Guidance Associates, Inc.
Communications Park
Box 3000
Mount Kisco, NY 10549

Harper & Row Publishers, Inc.
J. B. Lippincott Company
School Division
10 East 53rd Street
New York, NY 10022

Houghton Mifflin
One Beacon Street
Boston, MA 02108

IDECC National Office
Interstate Distributive Education
Curriculum Consortium
1564 West First Avenue
Columbus, OH 43212

The Interstate Printers and Publishers, Inc.
19-27 North Jackson
Danville, IL 61832

The Leadership Development Institute, Inc.
4300 Highline Boulevard, Suite 212-D
Oklahoma City, OK 73108

Marketing Education Services
Ohio Departments Building
65 South Front Street, Room 915
Columbus, OH 43215

Media Referral Service
P.O. Box 3586
Minneapolis, MN 55403

The National Center for Research
in Vocational Education
The Ohio State University
National Center Publications
1960 Kenny Road
Columbus, OH 43210

The National Video Clearinghouse, Inc.
100 Lafayette Drive
Syosset, NY 11791

Nationwide Computer Products
1380 South Pennsylvania Avenue
P.O. Box 214
Morrisville, PA 19067

NEA Professional Library
Saw Mill Road
P.O. Box 509
West Haven, CT 06516

Phillips Petroleum Company
Box 199
Bartlesville, OK 74004

Prentice-Hall, Inc.
Educational Book Division
Englewood Cliffs, NJ 07632

R. R. Bowker Co.
1180 Avenue of the Americas
New York, NY 10036

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Social Studies School Service
(for economics materials)
10,000 Culver Boulevard, Dept. D 4
P.O. Box 802
Culver City, CA 90230

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

University Associates, Inc.
8517 Production Avenue
San Diego, CA 92121

The University of Texas at Austin
Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713-7218

Vocational Instructional Materials Laboratory
The Ohio State University
154 West Twelfth Avenue, Room 139
Columbus, OH 43210-1302

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The National Center for Research
in Vocational Education
National Center Publications, Box F
1960 Kenny Road
Columbus, Ohio 43210–1090

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$401 and above, the discount is 25%

International Orders
All orders, in any amount, from outside the United States and its possessions are to be paid in U.S. currency. Additional postage and handling charges may be added for foreign shipments if necessary.

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